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ABSTRACT

This manual provides a practical approach to effectively using volunteers in Head Start programs. It can be used as a training tool, a "ready" reference for often-needed information, and a source of simple, easily duplicated charts and forms. Topics discussed and/or illustrated include (1) components of a successful volunteer program; (2) management of a Head Start Volunteer Program; (3) awareness activities; (4) needs assessment; (5) volunteer program goals and objectives; (6) developing volunteer job descriptions; (7) recruitment; (8) matching jobs and volunteers; (9) staff training; (10) general volunteer orientation; (11) specific orientation and training for volunteers; (12) record keeping; (13) recognition of Head Start volunteers; (14) volunteer feedback and evaluation; (15) how to keep volunteers; (16) using the handicapped volunteer; (17) volunteers working with special needs children; (18) legal liability; (19) official policies concerning use of volunteers; (20) developing a local handbook; and (21) program improvement. (RH)

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EFFECTIVE UTILIZATION OF VOLUNTEERS IN HEAD START PROGRAMS

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A MANUAL

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PREFACE

On July 11, 1983, a task force of seven Center for Volunteer Development (CVD) interns and three technical assistance providers met at the CVD, Virginia Tech, Blacksburg, to develop a staff training manual on utilization of volunteers in Head Start programs. The task force was initiated when Head Start training officers Jeanette Hummel and Rebecca Quesenberry approached the CVD for help with a critical program need: there were few materials specifically designed for developing effective Head Start volunteer programs, and none that provided a total program approach.

The CVD responded to the program need by expressing a willingness to dedicate resources to an activity that would culminate in a manual. This was to include partial support for seven interns, a CVD staff member to coordinate the activity, and another to edit and manage final production of the manual. The Head Start training officers responded by securing a cadre of highly motivated individuals willing to spend five full days, and many evening hours, on production of a quality manual.

The final product is truly the result of a team effort. The interns dedicated a week to intensive writing. The state training officers provided technical assistance in many ways, including management of the review process. Jane Asche, CVD Specialist, coordinated the work of the task force and assisted with "rewrites." Jane Janey, CVD Assistant Director for Public Information, compiled and edited the manual, and managed the printing process.

The manual is intended to represent a practical approach to the effective utilization of volunteers in Head Start programs. The task force believes personnel will find it a very useful training tool, a "ready" reference for often-needed information, and a source of simple charts, forms, etc., that can be easily duplicated. Additionally, the manual can be viewed as a guide for extending agency resources.

TABLE OF CONTENTS

	Page
PREFACE	i
COMPONENTS OF A SUCCESSFUL VOLUNTEER PROGRAM	1
Volunteer Program Development Process	2
MANAGEMENT OF A HEAD START VOLUNTEER PROGRAM	5
Volunteer Participation	5
Volunteer Coordinator	5
Management Tasks	6
Recruiting a Volunteer Coordinator	6
The Volunteer Coordinator and the Advisory Committee	7
Volunteer Coordinator Job Description Example	9
Program Development Guide	10
Volunteer Coordinator Skills	12
AWARENESS ACTIVITIES	14
NEEDS ASSESSMENT	14
VOLUNTEER PROGRAM GOALS AND OBJECTIVES	15
DEVELOPING VOLUNTEER JOB DESCRIPTIONS	16
Volunteer Job Description Example	17
RECRUITMENT	18
Finding Volunteers	18
Methods of Recruitment	19
Less Traditional Recruitment	19
Parent Volunteers	20
Community Volunteers	20
General Recruitment Tips	22
Ten Tips for Recruiting a Volunteer	23
Head Start: Ways to Get Into the Action	24
MATCHING JOBS AND VOLUNTEERS	27
Interest Survey Example	30
Volunteer Skills Matrix	31
STAFF TRAINING	32
Understanding Human Needs	32
Developing Training Plans	33
Maslow's Hierarchy of Needs: The Volunteer Experience	36
Teacher/Volunteer Planning Sheet	37
Staff Responsibilities	38
Expectations of Volunteers and Teachers	39
GENERAL VOLUNTEER ORIENTATION	40
Orientation Planning Guide	43
Maslow's Hierarchy of Needs: The Staff Experience	44
Bill of Rights for Volunteers	45

Page

A Code of Responsibility 46
Volunteer's Evaluation of Orientation 47

SPECIFIC ORIENTATION AND TRAINING FOR VOLUNTEERS 48

RECORD KEEPING 50
Volunteer Log Example 52

RECOGNITION OF HEAD START VOLUNTEERS 53
20 Ways of Showing Appreciation 54
Certificate Example 55

VOLUNTEER FEEDBACK AND EVALUATION 56
Evaluation of Volunteer Performance 58
Summary Statement of Volunteer Review 60
Evaluation of the Volunteer Program: Staff 61
Evaluation of the Volunteer Program: Volunteers 62

HOW TO KEEP VOLUNTEERS 63

UTILIZING THE HANDICAPPED VOLUNTEER 64

VOLUNTEERS WORKING WITH SPECIAL NEEDS CHILDREN 66
Some Social Tips 66
Tutoring Tips 67

LEGAL LIABILITY 69
The Issue 69
Insurance Concerns 69
Volunteer Insurance 71
Volunteers Should Not 71

OFFICIAL POLICIES CONCERNING USE OF VOLUNTEERS 72

LOCAL HANDBOOK 74
The Block/Woodworking Area 75
The Classroom Volunteer 76

PROGRAM IMPROVEMENT 78

REFERENCES AND NOTES 80

ADDITIONAL RESOURCES 81

COMPONENTS OF A SUCCESSFUL VOLUNTEER PROGRAM

The National School Volunteer Program (NSVP) has probably contributed more to the understanding of how to develop effective programs within educational settings than any other organization. Since its founding in 1968, NSVP has gathered information from thousands of volunteer programs all over the country and from the Dade County National Demonstration Model for School Volunteer Programs.[1] As a result of collaboration and sharing on the part of volunteer coordinators and community educators all over the country, much is known today about why programs succeed or fail. Winecoff and Powell,[2] two authorities in the field of community-based programs and educational problem solving, list five reasons why volunteer programs sometimes fail:

1. Lack of adequate overall planning and administrative support,
2. Lack of adequate involvement and preparation of staff,
3. Lack of adequate training programs and specified tasks for volunteers/paraprofessionals,
4. Lack of an adequate volunteer management system, and
5. Lack of adequate recruiting strategies.

They point out that these five problem areas must be given careful attention if programs are to be successful and lasting. The NSVP has developed a comprehensive model for the total program development process which addresses these areas plus several other important aspects of successful program development.[3] The following elaboration of the important stages of this model has implications for Head Start volunteer programs. Descriptions have been modified in some places to meet the specific needs of a Head Start program.

Volunteer Program Development Process

STAGE I: Awareness -- This stage calls for the creation of a climate which will facilitate volunteer program development and make it flourish. It is done by helping people within the community and the Head Start staff realize the potential of volunteer contributions to program quality and services. Program designers must compile information and supporting data to clarify what needs can be addressed through a volunteer program. Then an innovative plan for sharing this information with other concerned groups must be developed. This will include building administrative and written-policy support at top levels of the program. It will also call for identifying target populations (such as parents, senior citizens, minorities, and college students) whose support may be needed.

STAGE II: Needs Assessment -- This stage includes assessment of very specific needs of the children and the program, as well as the needs of all Head Start personnel and volunteers, so that goals and objectives can be prepared and job descriptions developed. The job descriptions will be used to recruit specific volunteers for specific jobs.

STAGE III: Development of Goals and Specific Objectives -- This stage flows from the needs assessment. In Head Start, there is a need to involve program staff, parents, and interested citizens, along with representatives of the PCC (Parent Center Committee) and PPC (Parent Policy Council) groups. This involvement will insure that program design and guidelines are implemented and that needs and interests of all participants are considered. At this point, it is important to look at the philosophy, values, and goals for the Head Start program--how they are different and yet related.

STAGE IV: Identification of Potential Resources -- At this stage of the program plan, there is a need to identify resources needed to accomplish program goals. Resources include community businesses and those from the Head Start program itself (such as parents within the program), as well as special community resources such as Retired Senior Volunteers and National Retired Teachers Association, printed books and materials, and the potential for cooperative programs with a corporation, business, or other agencies.

STAGE V: Volunteer Program Design -- This stage involves looking at successful program models and identifying at least two which could be adapted to your setting. Next, administrative procedures are considered in the program design and role descriptions are written for program participants, including those for the volunteer program coordinator, advisory council or PPC, Head Start personnel, and volunteers. Then program procedures and the plan for implementation are developed.

STAGE VI: Volunteer Program Implementation -- This stage of program development consists of six steps: recruitment, orientation, training, assignment, retention, and recognition of volunteers. This is a "hands-on" stage in which the program design plans are carried out. A brief comment about each follows:

1. Recruitment -- This plan must involve innovative use of the media and possibly a speaker's bureau. It must be addressed to diverse audiences like parents, businesses, civic clubs, senior citizens, college students, and homebound volunteers such as nursing home residents and parents with small children. The recruitment campaign must clearly describe the program design and what is being asked of volunteers.

2. Orientation -- Orientation for both staff and volunteers should include a brief history of the volunteer movement and how it relates to Head Start philosophy, goals and objectives of the volunteer program, and a description of the program design. In addition, it should include a tour of facilities, an explanation of policy rules within the facility, liability coverage, workmen's compensation, and health and safety policies. Finally, it should include an activity that highlights the expectations, rights, and responsibilities of program staff and volunteers.

3. Training -- Training is the act of instructing others to become proficient in a specialized area. The type of training you provide depends on program structure and the group of persons being trained. Training objectives must be defined in measurable terms and alternative approaches considered. Once an approach has been selected, the materials and methods need to be designed and the training event carried out by appropriate staff or volunteers. It should always be evaluated so that future training events can be modified to meet program needs more closely.

4. Assignment -- Before specific training takes place, there should be careful screening and interviewing of volunteers. This is critical because a large measure of program success depends upon effective matching of program needs to those of each individual volunteer. This includes matching staff and volunteer personality and work styles as well as skills.

5. Retention -- This step pertains to a deliberate plan to help volunteers develop a sense of belonging and a feeling of being valued and appreciated by those with whom they work. It includes all those things which contribute to a carefully developed feedback system.

6. Recognition -- This step involves a conscious plan to implement creative and innovative ways to recognize volunteers for their contributions. Recognition is intricately

related to the retention of volunteers and their motivation to recruit new volunteers.

STAGE VII: Evaluation -- The final stage in the total program development process is evaluation of both the program itself and the satisfaction of individual participants, whether they are staff, volunteers, or the children and families served by Head Start programs.

These program stages are dealt with in great detail, along with worksheets for carrying out the specific steps of total program development, in the publication entitled Special Education Training Manual, edited by Daniel Merenda for the National School Volunteer Program.[5]

MANAGEMENT OF A HEAD START VOLUNTEER PROGRAM

Volunteer Participation

Involvement of parents and community members in Head Start programs is a valuable management practice. It decreases feelings of alienation between community members and Head Start workers, increases communication between home and program, improves parental attitudes, and enhances parents' teaching skills. Additionally, it provides support for the program philosophy and resources of the child development enterprise. One of the most critical aspects of volunteer involvement appears to be the opportunity for joint ownership in decision making, a process that affects all groups involved in the program.

In Head Start programs, parent involvement has always been important. Parents have been involved as volunteers, observers, decision makers, and program planners. Their extensive participation in policy development as the years have passed results from a complex interplay of forces, not the least important of which has been grassroots reaction to federal program initiatives. Many program evaluators believe that this very participation by parents and community has led to the relevance and wide support of Head Start programs.

Volunteer Coordinator

The volunteer coordinator is the key to a successful program. If there is not enough money to hire a full or part-time person, the responsibility should be delegated to an existing staff member. The coordinator helps the staff plan, recruit, train, interview and assign volunteers, and carry out an evaluation and recognition plan. These responsibilities require the person to have skills in relating to others, working with groups, teaching and training, communications, and organization. Some knowledge of how adults learn is

desirable. Given these kinds of skills and the ability to carry out the management tasks enumerated below, a coordinator can be very beneficial to the volunteer program and, consequently, to the total Head Start program.

Management Tasks

Four major tasks included in management of a volunteer program are outlined below.

1) Recruitment:

* Determine areas of service and the number of volunteers needed.
* Prepare job descriptions or update old ones.
* Become a central clearinghouse for volunteer jobs.
* Develop an organized plan for recruiting from a variety of potential volunteer sources.
* Place volunteers effectively.

2) Supervision:

* Take sick calls.
* Reassign volunteers to cover staff and volunteer absences.
* Keep volunteer files and records.
* Maintain the volunteer hour report system.
* Replace or adjust positions for volunteers who do not perform satisfactorily.

3) Program Planning and Development:

* Plan recognition programs to inspire, encourage, and build morale.
* Eliminate organizational or staff blocks to the use of volunteers.
* Train staff to make best use of the volunteers' abilities.
* Train volunteer leaders to become trainers of other volunteers.
* Evaluate volunteers.
* Evaluate the volunteer program.

4) Support:

* Provide daily reinforcement and encouragement.
* Act as a sounding board for new ideas.
* Keep aware of the volunteers and their needs.
* Provide appropriate training as needed.
* Solve problems as they occur.
* Keep abreast of the volunteers' emotional and physical well being.

Recruiting a Volunteer Coordinator

A qualified coordinator may be difficult to locate and recruit. The following methods are suggested to help you:

* Advertising in the classified section of newspapers,
* Advertising in volunteer organization publications,
* Contacting a central volunteer organization such as Voluntary Action Center,
* Grooming a volunteer who has proved to be effective, and
* Delegating the responsibility to a paid staff member, and providing appropriate training.

The last alternative is quite acceptable if the person demonstrates the following qualities:

* Leadership ability,
* Organizational capability,
* Sensitivity to needs of others,
* Enough maturity not to be threatened by staff, clients, or volunteers,
* Good "people sense," and ability to maintain the respect and cooperation of all,
* Knowledge of Head Start programs and working relationships among staff members,
* Willingness to accept major kinds of responsibility and an understanding of what is involved, and
* Commitment.

With responsibility for volunteers assigned to one person, overall program development becomes better organized and more controlled, with a related reduction in problems and errors. This situation greatly increases the potential for future growth of the Head Start program without having to increase significantly the number of paid staff. This, in turn, provides a major way by which a program can continue to meet increased service needs of the community.

A sample job description for a volunteer coordinator is provided on page 9 for your information. It may be modified to meet the needs of your local program.

The Volunteer Coordinator and the Advisory Committee

To develop an effective program, a volunteer coordinator needs an active advisory or steering committee to help with program planning and delegation of volunteer jobs. This committee should be made up of representatives from the staff, the Parent Policy Council, and other parents and community members

who may have an interest in bringing community resources to the program through various organizations and agencies.

It is essential to enlist the help of committee members in planning who will be responsible for each phase of program development, what additional community resources may be tapped, and determining a reasonable time frame for working toward completion of tasks. If the coordinator has difficulty in getting the group to function as a working committee, some excellent resources for assistance are the local Cooperative Extension agent, nearest regional center for community education, American Red Cross, and local Voluntary Action Center. The planning guide on pages 10-11 may be used to assist the coordinator and members of the advisory committee with program development.

SAMPLE JOB DESCRIPTION

JOB TITLE: Volunteer Coordinator

SUPERVISOR: Head Start Director

BASIC FUNCTION: Coordinate the volunteer program.

SALARY RANGE: _____

DUTIES & RESPONSIBILTIES:

1. Help plan and carry out volunteer program goals.
2. Help determine volunteer program services and resource needs. Establish standards, review performance and recommend necessary changes.
3. Develop an awareness within the staff and community of the value of volunteer contributions to Head Start programs.
4. Oversee the training and coordination of volunteers.
5. Develop procedures and forms.
6. Train and assist staff to recruit, supervise, evaluate, and reward volunteers.
7. Represent volunteer program with other agencies and organizations.
8. Prepare statistical and written reports.
9. Coordinate the volunteer program with all component services of the Head Start program.

KNOWLEDGE & ABILITIES

Knowledge of principles and practices of program planning, coordination, and administration of volunteer services, community resource programs, principles of individual and group behavior, management methods, public relations, and educational techniques related to adult learning.

Ability to plan, organize, and evaluate work, develop and maintain effective working relationships, explain program to community and inform staff of available community resources, and speak and write clearly and effectively.

MINIMUM QUALIFICATIONS:

1. Education and/or experience that includes a knowledge of social service, management skills, and program development.

2. Supervisory experience in a volunteer or community resource program or one year of social service experience.

3. Experience in community organization, public or business administration, or closely ailied field may be substituted for required experience.

PROCESS FOR DEVELOPING A VOLUNTEER PROGRAM	PERSON RESPONSIBLE	OTHER RESOURCES	TIME FRAME
1. Form an advisory committee.			
2. Plan and carry out awareness activities about the value of volunteer contributions with the Head Start Staff and within the community.			
3. Plan and carry out a needs assessment with Head Start staff, potential volunteers, and PPC.			
4. Develop goals and objectives with the help of the advisory committee, based on the needs assessment.			
5. Prepare volunteer job descriptions.			
6. Develop materials and policies specific to your program:			
a) promotional brochures and media coverage,			
b) policy handbooks for staff and volunteers,			

PROCESS FOR DEVELOPING A VOLUNTEER PROGRAM	PERSON RESPONSIBLE	OTHER RESOURCES	TIME FRAME
c) forms and record-keeping system for volunteers and staff,			
d) individual classroom policies and materials			
7. Develop recruitment, orientation, and training plan for volunteers and staff:			
a) carry out recruitment, including interviewing and screening,			
b) train staff,			
c) orient and train volunteers.			
8. Develop and carry out overall evaluation plan of the program. Involve the staff, volunteers, and children and families served by the Head Start program.			
9. Develop and carry out a recognition plan:			
a) for volunteers,			
b) for staff members who utilize volunteers.			

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VOLUNTEER COORDINATOR SKILLS

Success with volunteers depends on the staff's ability to keep them once they have been recruited. Leadership, communication, management, and support skills will help you. Check your skills by using the following questionnaire:

Leadership

Yes No

___ ___ * Do you know the goals of Head Start?

___ ___ * Do you work toward the goals every day?

___ ___ * Do you provide direction in developing policies and procedures?

___ ___ * Do you provide direction in developing new programs and service ideas?

___ ___ * Do you set a good example?

___ ___ * Do you make sound decisions after hearing "all the sides"?

___ ___ * Are you consistent?

Communication

___ ___ * Do volunteers have a clear understanding of their jobs?

___ ___ * Are you sincere about helping volunteers understand their jobs?

___ ___ * Are volunteers able to discuss problems or concerns with you?

___ ___ * Do you have an "open door" communications policy?

___ ___ * Do you have a volunteer newsletter or bulletin board for announcements and information sharing?

___ ___ * Do you spend time reviewing the volunteer's assessment?

Management

___ ___ * Are you organized?

___ ___ * Do you know the volunteers and the program?

Management (continued)

___ ___ * Do you have regular meetings with the volunteers?

___ ___ * Do you keep accurate, up-to-date records?

___ ___ * Do you delegate jobs to volunteers?

___ ___ * Do you train, observe, and evaluate volunteers?

___ ___ * Are you able to get the job done through volunteers? If not, why not? _____

Support

___ ___ * Do you support the volunteers?

___ ___ * Do you treat each one as an individual?

___ ___ * Are you patient and understanding?

___ ___ * Do you encourage and build morale?

___ ___ * Do you make the volunteer feel welcome and comfortable?

___ ___ * Do you motivate and reward volunteers?

Ideally, you should have been able to answer each question with a "yes." Those which you marked "no," or hesitated about marking "yes," obviously identify skills which you will want to develop. Make a specific written plan for accomplishment, including priority order of skill development, how you will develop the skill(s), and when you expect to have the skill(s) developed to the extent that you can feel comfortable about it (them). Be realistic. Skills development is a conscious, on-going process.

AWARENESS ACTIVITIES

Once the volunteer coordinator has been selected and an advisory committee established, it is important for the group to explore how volunteers have been used in other Head Start programs and to brainstorm possible ways volunteers can benefit their own program. Good sources of information about potential uses of volunteers are the National School Volunteer Program and the National Head Start Office.[6] The NSVP has audio-visual and printed materials available at reasonable prices which are excellent for planning awareness sessions. The sessions should involve those responsible for organizing and supervising volunteers, and focus on developing an understanding of the potential volunteers have for helping achieve Head Start goals.

NEEDS ASSESSMENT

The annual Head Start funding application must include an updated community needs assessment. Serious attention to preparation of the assessment is important because it helps the staff and advisory committee to become aware of needs upon which to build the local program. It also provides information about utilization of volunteers in other programs and strengthens the overall program development and training processes. The staff and advisory committee may conduct an informal in-house needs assessment by discussing the following questions:

1) What are the existing conditions within our program?
2) What are the problems in fully achieving program goals and objectives?
3) What impact do the problems have on the program?
4) What is needed to minimize the problems?
5) Can volunteers meet any of the needs?

The advisory committee may use the information gained from the questions to develop survey or interview questions that can be used in the community needs assessment. It is important during the needs assessment either to survey or interview potential volunteers to see what skills and resources they can contribute to the Head Start program.

VOLUNTEER PROGRAM GOALS AND OBJECTIVES

Once awareness activities have been conducted and a thorough needs assessment done, the advisory committee is ready to formulate goals and specific objectives for the volunteer program. The following steps are recommended for the committee:

1) Define the meaning of program goals.

2) State the relationship between philosophy and values of the program and the development of volunteer program goals.

3) Write a goal statement(s) for your volunteer group.

4) Explain the difference between goals and objectives.

5) Write specific objectives for accomplishing each goal.

The goals should reflect information about program needs gathered from the staff, active volunteers, and potential volunteers. Once goals have been established and volunteer jobs identified that closely relate to achievement of objectives, the committee is ready to delegate the work of developing job descriptions to appropriate individuals.

DEVELOPING VOLUNTEER JOB DESCRIPTIONS

Job descriptions define duties and responsibilities of Head Start volunteers. They are essential to program success and should be prepared before recruitment; for you must know why you need volunteers and what tasks they might be asked to perform before you try to enlist their help. If you neglect this important management task, success in recruitment will be diminished considerably.

Since job descriptions specify meaningful tasks, volunteers know their time and talents are being well used. Writing the volunteer job description in a professional manner will foster dependability, reliability, and positive self-esteem in the volunteer as well as provide a basis for evaluation. In developing job descriptions, it is important to include input from current volunteers, Parent Policy Council members, and staff representatives from all program components.

Job descriptions should be simple and concise, yet flexible enough to allow for matching specific volunteer interests with the tasks that Head Start personnel need to accomplish. A good description will incorporate the following elements:

- a job or position title
- duties and responsibilities of the job
- name of supervisor
- time commitment
- qualifications
- volunteer contribution.

An example of a volunteer job description is provided on page 17. With minor modifications, it can be used for any Head Start program.

VOLUNTEER JOB DESCRIPTION
(An Example)

TITLE OF VOLUNTEER JOB: Center Volunteer Assistant

DUTIES OF JOB:

1. Assist with planning and preparation of materials.
2. Assist with arrival and departure of children.
3. Assist with individual or small group activities.
4. Help with snacks and meals.
5. Help supervise bathroom, brushing of teeth, nap time and outdoor activities.
6. Assist with decorating Center, displaying child's art work, changing bulletin boards.
7. Share talents.

VOLUNTEER REPORTS TO: Center Teacher

TIME COMMITMENT: Nine months: four days per week, eight hours per day (time center is in operation)

Note: This job may be done by a number of volunteers who each commit a limited number of hours per week on a regular basis. This relates to matching volunteer needs to job requirements.

QUALIFICATIONS:

Tuberculosis screening for all volunteers who regularly come in contact with children; warm personality; ability to follow directions; interest in children and their development; respect for the confidential nature of Head Start records and relationships among staff members, parents, and children.

VOLUNTEER CONTRIBUTIONS:

1. Improve quality of services provided to children and families.
2. Enable the program to meet the required adult/child ratio.
3. Contribute a portion of the program's non-federal share.

TRAINING AND RESOURCES PROVIDED TO VOLUNTEER:

1. Orientation Packet
2. Performance Standards
3. Staff Roster
4. Personnel Policies and Procedures
5. Individual Training Provided by the Teacher
6. Evaluation Forms

RECRUITMENT

After job descriptions are prepared, begin recruitment of volunteers. A volunteer program, no matter how well planned, will cease to exist without strong recruitment strategies. Give consideration to: (1) filling specific program needs, (2) allowing for attrition and turnover of volunteers, (3) providing incentives to attract volunteers from various target populations, and (4) developing understanding and communication procedures among volunteers and staff.

Head Start programs receive a maximum of 80% of their funding in federal dollars. One condition for receipt of funds is generation of in-kind contributions such as volunteer services, goods, and/or cash from the clientele and community in which the program operates. This requirement makes it critical for Head Start programs to have an extremely effective volunteer recruitment and utilization program.

Finding Volunteers

The majority of volunteers needed can be found during recruitment for program enrollment. Identification of a variety of volunteer sources in the community will help locate others. One of the most important resources to use in identifying sources of volunteers is the Community Needs Assessment that Head Start programs are required to conduct annually. In fact, it may prove to be one of the main sources of information. Efforts to recruit must go beyond this, however, and recruitment must be an on-going process. Most volunteers don't happen; they are asked. There are people all around you who are just waiting to be asked. Your job is to make them aware of Head Start program needs and how they can help fulfill them.

At this point, begin recruiting. Remember the need to be flexible. As volunteers with unique skills are identified, develop new job descriptions that

will allow the Head Start program to improve through good use of their skills.

Methods of Recruitment

There are three basic types of recruitment: self, general, and personal. Self-recruitment is an indication of Head Start's public information activities as well as a barometer of how much staff, parents, and community volunteers "talk up" the program's purpose and its special needs. This kind of awareness motivates community members to initiate a contact with Head Start.

General recruitment comes from addressing the total community in one or more ways. Radio and television public service announcements, as well as spots on popular talk shows and posters on community bulletin boards, can be very effective. Direct appeals through a speech to an organization, newspaper features and stories, and audio-visual presentations to a number of community groups are also powerful ways to get the word out.

A service organization may be willing to organize or use an existing speaker's bureau to address other groups for the recruitment of Head Start volunteers. It will need the assistance of program staff to design a presentation and materials, but once trained and prepared, these community supporters can take a tremendous load off the volunteer coordinator and staff. They frequently have enough influence within the community to encourage others to become volunteers.

Personal recruitment consists of such contacts as telephone calls or letters. Volunteers themselves, through "word of mouth," can be most effective sources of personal recruitment. Informal neighborhood coffees hosted by volunteers provide yet another source for making personal contacts.

Less Traditional Recruitment

Volunteers that have not been typically sought out by the Head Start program are persons who are retired, and community members other than Head

Start parents. Residents of rest homes and veteran's homes, and handicapped persons may also be recruited to provide volunteer services. Some volunteers may need transportation to special training sessions and/or to the center itself.

Parent Volunteers

The most effective means of recruiting Head Start parent volunteers are through parent meetings, individual home visits and newsletters. When utilizing the parent meeting, the staff and/or past volunteers could prepare and conduct a presentation on the need for volunteers. Some things to consider are:

- a slide presentation or video tape that describes the program
- an explanation of the many ways volunteers can be utilized (see pp. 24-26)
- an explanation of benefits to the volunteer and program
- an overview of the volunteers' opportunities to achieve new skills
- a survey of parent interests and skills
- a sign-up sheet for parents to indicate the days and times they are able to come to volunteer.

When parents are contacted by home visits, the recruitment procedure can be less formal, with parents verbally indicating interest in being a volunteer. The staff should briefly describe the program and explain the importance of parent volunteers. The parents should complete an interest survey form and be given a handout which suggests ways they can be involved. Before the staff member leaves the home, dates should be set for the parents to come to the program center.

Community Volunteers

The most successful recruiter for the Head Start program will be an enthusiastic volunteer or staff member who has worked with reliable trained volunteers.

Some Head Start programs form speakers' bureaus and send staff and parent teams out to recruit through presentations to various community or-

ganizations and agencies. The teams discuss the satisfaction of doing meaningful work with children, and describe the children's unmet needs and the types of opportunities available to Head Start volunteers. Slides or a film can make these presentations more vivid. A child might even go with the recruiting team if the conditions are appropriate.

Feature articles in the local newspaper, with photos of volunteers performing various roles, are effective recruiting aids. So are bumper stickers; press releases to local newspapers; public service announcements; and leaflets, with return coupons, placed in various locations in the community, including libraries and doctors' and dentists' offices.

Seek the help of service clubs and community organizations, church groups, synagogues, Chamber of Commerce education committees, veterans' groups, women's groups, garden clubs, and senior citizens' groups. After presentations, leave information on whom to contact if one should desire to volunteer.

Although the presentation may be effective, volunteers may be reluctant to offer themselves. They must be wooed and sought out as individuals with valuable skills which meet the specific needs of individual children or program components. Say something to a volunteer such as, "The Head Start program needs volunteers, and I'd like to talk to you about how you can help." To ask, "Will you be a Head Start volunteer?" is to ask for a "no" answer. Be specific in your request. Ask about the prospective volunteer's interests. Give the individual an opportunity to ask questions. Explain what kind of training is available.

Try to match the prospective volunteer's special skills, interests and experiences with program needs. The role of volunteer experience in career exploration is increasingly important, especially for parent volunteers. Pitch

recruitment efforts to point out these opportunities.

Don't overlook the Voluntary Action Center (VAC) in your community, if you have one, or the volunteer bureau at a nearby university or community college. Talk to the Red Cross, an organization which coordinates volunteer efforts in many communities. Visit with the mayor's staff and the local social services department. Talk to civic and fraternal associations, unions, the YMCA and YWCA and other similar programs in the community such as 4-H.

High school and college students in some communities earn academic credit for volunteering in programs such as Head Start. As they work with younger children, the students gain valuable learning and career exploration experience and potential parenting skills. Volunteering in other component areas such as social services, health, etc., will also provide them with experiences and skills for future jobs.

Recruit volunteers for jobs that actually exist. The assignment for each job should be specific. Determine the kind and amount of training needed and the length of the task before it is assigned. When recruiting, be fully acquainted with existing program needs and requirements for each job.

General Recruitment Tips

Recruiters of volunteers should be trained to get maximum results from efforts. Basic skills and knowledge needed are:

1. general knowledge of the program (goals and objectives, types of volunteer jobs available, and training and help available for volunteers),
2. conviction and enthusiasm about goals and objectives,
3. ability to highlight program parts which relate to volunteer's interests,
4. willingness and ability to listen, encourage prospective volunteers to ask questions, and to communicate a feeling of confidence and sincere interest in the volunteer, and
5. knowledge of referral techniques to other agencies if volunteer skills are not appropriate to the program.

Methods of recruitment will vary according to the potential volunteer, the job to be filled, and the person who recruits. The following four-step procedure may be helpful for recruiters:

1. Generate a list of volunteers.
2. Evaluate the list, with the help of others, matching volunteer skills with job needs.
3. Interview prospective volunteers for available jobs which appear to match their skills.
4. Make sure volunteers are placed on the job for which they were recruited as soon as possible.

TEN TIPS FOR RECRUITING A VOLUNTEER[7]

1. Be FRIENDLY and SINCERE!
2. Explain the purpose of the CALL!
3. Show WORTHINESS of the proposition!
4. Reveal the personal CHALLENGES!
5. Point out BENEFITS!
6. Make clear the task is ACHIEVABLE!
7. Answer WHAT to do, and WHEN to do it!
8. GET the COMMITMENT!
9. Review IMMEDIATE RESPONSIBILITIES!
10. THANK THEM!

HEAD START
WAYS TO GET INTO THE ACTION

If you're looking for a fast-moving, action-packed, people-oriented program, Head Start ranks at the top of the list. This program, designed to bring about change, embraces the total community with enthusiasm, caring, concern, awareness, and a strong belief in people power.

The strength of Head Start rests heavily on the notion that by increasing self-esteem, building skills and competencies, developing partnerships, and fostering personal development, families will be empowered to become self-sufficient. Head Start, a family-oriented program, prescribes a comprehensive approach to development for children and adults. Partnerships between parents and staff develop and grow in much the same manner as seeds planted in fertile soil. Clearly, nurturance is the key to helping children, parents, and staff realize their potential, and the program to grow and expand.

Program Components

The Head Start program has a number of components to insure delivery of a broad spectrum of services and experiences to all families. Education, health, social service, parent involvement, services to handicapped, and administration are the six components. Throughout each component area of the Performance Standards, references are made to the role of parents and the need for their involvement. Also, staff is encouraged to seek community involvement and support. Because of the many services of Head Start, the role of the volunteer is both necessary (in-kind) and challenging (change agent). The volunteer experience in Head Start (both parents and community) can impact positively on the program, community and institutions, and on a personal level.

The following list will identify some of the many opportunities that exist for volunteering. Since each Head Start program is unique, the one in your locality may not include all the experiences listed.

101 OPPORTUNITIES FOR VOLUNTEERING
(OR A BAKER'S DOZEN PLUS 88)

1. Advocate for Head Start programs.
2. Serve on a committee.
3. Sew clothes, curtains, aprons.
4. Fix toys.
5. Help paint equipment and Center.
6. Type.
7. Serve on a task force.
8. Be a plumber.
9. Be a newsletter reporter.
10. Be a family involvement aide.
11. Mend.
12. Put on bandaids.
13. Proofread.
14. Be a carpenter.

15. Advocate for children and families.
16. Be a public relations assistant.
17. Help keep records.
18. File information.
19. Document parent program activities.
20. Act as a panel moderator.
21. Collect beautiful junk, smiles.
22. Prepare teaching materials.
23. Build playgrounds, supervise children.
24. Lead groups, committees, etc.
25. Cuddle a child.
26. Plan meals.
27. Babysit.
28. Observe children.
29. Recruit children.
30. Help a teacher.
31. Supervise art activities.
32. Assist a doctor or nurse.
33. Develop health and/or community resource booklet.
34. Be a negotiator.
35. Assist with vision and hearing screenings.
36. Provide transportation for parents.
37. Manage special projects for parents.
38. Help resolve conflict.
39. Plan curriculum.
40. Prepare food exhibits.
41. Be transportation aide for children.
42. Demonstrate arts/crafts.
43. Develop bulletin board displays.
44. Assist with health fairs.
45. Prepare nutritious treats for children.
46. Help with custodial services.
47. Help train parents, staff, and volunteers.
48. Help repair/maintain equipment.
49. Help manage special projects for children.
50. Serve as host/hostess for special events.
51. Assist in height/weight screenings.
52. Prepare special ethnic activities.
53. Conduct Center tours.
54. Serve as resource to parents and staff.
55. Prepare meals.
56. Assist on study trips.
57. Evaluate program.
58. Organize committees.
59. Plan workshops.
60. Help with laundry.
61. Plan field trips.
62. Facilitate groups.

63. Hug a child.
64. Help with community needs assessment.
65. Research information.
66. Act as liaison between parents/community.
67. Answer phone, take messages.
68. Serve as representative on community board and/or other policy groups.
69. Interpret foreign languages.
70. Plant garden for parents and/or children.
71. Develop instructional material.
72. Be an electrician.
73. Be an audio/visual technician.
74. Be a photographer.
75. Be a musician.
76. Serve as historian for parent groups.
77. Be a counselor.
78. Be a community organizer.
79. Lead adult sports activities.
80. Advertise for special projects and events.
81. Keep books.
82. Be a health aide.
83. Tell stories to children.
84. Raise funds.
85. Be an interviewer.
86. Analyze information.
87. Coordinate activities, programs, special initiatives.
88. Write proposals, plans, etc..
89. Be a public speaker.
90. Help edit materials.
91. Serve as librarian.
92. Be a parent room assistant.
93. Help develop audio/visual training materials.
94. Be a playground aide.
95. Be a signer (sign language for the deaf).
96. Serve as parliamentarian.
97. Help contact other parents.
98. Be a decision maker.
99. Assist children in cooking activities.
100. Be a child's friend.
101. Be a magician (wave a wand)!

MATCHING JOBS AND VOLUNTEERS

As recruitment proceeds, it is important that the volunteer coordinator, with assistance of the advisory committee, spells out who will be responsible for conducting general orientation; and also who will be interviewing and screening new volunteers to see that specific volunteers are well matched to specific jobs. People fit some jobs and some jobs fit people. The person who does the matching (usually the volunteer coordinator) needs to keep in mind the following key points.

1. Volunteer Motivation According to Frederick Herzberg, organizational psychologist, there are several motivators that should be recognized:[8]

   A. Achievement -- accomplishing some personal goals; for example, organizing a successful major fund raising activity; developing a new skill which may be used later to acquire a paid position.

   B. Recognition -- being rewarded for work experiences; for example, acknowledging the role of the volunteer who was responsible for the donation of a building to Head Start.

   C. Challenging Work -- doing something out of the ordinary; for example, canvassing community agencies to determine impact on community problems.

   D. Increased Responsibility -- moving from simple to more complex jobs; for example, a volunteer with typing skills who now types the newsletter regularly.

   E. Growth and Development -- acquiring or enhancing skills and competencies; for example, a volunteer who decides to return to school as the result of community service in the Head Start program.

   These motivators should be integrated into all volunteer programs. People want to perform meaningful tasks for which they are rewarded. Motivation is directly related to job satisfaction and personal freedom to work on a self-sufficient basis. In placing volunteers, attempt to figure out the motivations that are important to each.

2. Work Enjoyment/Enrichment Volunteers, like staff, want to feel good about what they are doing. Give them meaningful tasks that are also enjoyable. Integrate routine jobs that appear unimportant, unnecessary, and undesirable into special assignments.

3. Successful Experiences Give volunteers opportunities to be successful while performing jobs. Observe them to determine if there is a good match between skills and assignment, familiarity with job expectations,

and understanding of directions. Be sure volunteers are not placed in intimidating situations where the chance of success is small. Give them opportunities to voice concerns without intimidation.

4. Increased Responsibility -- Give volunteers the opportunity to move from simple tasks to more complex ones. The opportunity to advance rests on capabilities of the volunteers, availability of tasks and the volunteers' desire to change. One method for determining levels of responsibilities in Head Start is based on the level of skills of the volunteer (see p. 29). According to this diagram, low responsibility tasks require more specific directions and greater staff input. Conversely, the most responsible jobs require fewer details, less structure, and less direct staff input.

   When making volunteer assignments, consideration should be given to the level of responsibility of job, volunteer skills/competencies, and staff responsibility. Ask yourself these questions: Are volunteers asked to perform the same tasks week after week? Are there opportunities to learn new skills and accept greater responsibility? Does the staff check with volunteers periodically to determine level of satisfaction?

5. Assessment of Interests -- Volunteers are matched to jobs according to skills and interests. A Sample Interest Survey is included on page 30. Such a checklist can help a new recruit clarify interests in relation to the job. It can be used for a first discussion between the volunteer and recruiter, at the first orientation session volunteers attend or mailed as follow-up to a meeting. The checklist can be modified to meet the needs of a local center.

   Once results of interest surveys have been compiled and analyzed, development of a skills matrix may be helpful (see p. 31). All volunteer skills would be identified and placed on the matrix. Staff would then use it to match volunteer skills and interests with jobs to be done.

Suggested process for matching volunteers with jobs:

1. Assess the needs of the Head Start program.
2. Assess volunteer skills and interests.
3. Develop volunteer skills matrix.
4. Compile, analyze, and prioritize this information.
5. Assign volunteers.
6. Evaluate volunteer performance and satisfaction on an informal, on-going basis, as well as staff satisfaction with the volunteer.
7. Provide follow up either to enhance the volunteer/staff relationship or to find a more suitable position for the volunteer within the Head Start program. If a volunteer is totally unsuitable, the staff should enlist support of a Voluntary Action Center director or some other volunteer agency or organization that might be able to place the volunteer.

MATCHING VOLUNTEERS AND JOBS[9]

MOST RESPONSIBLE VOLUNTEER JOBS

Advocate	Define broad areas of responsibility and authority. Assign responsibility, not specific, detailed tasks. Define skills and abilities required. Allow person to negotiate time. Leave room for initiative and creativity.	Fundraiser
Newsletter Reporter		Chairperson
Writer		Negotiator
Musician		Conflict Resolver
Facilitator		Trainer

LESS RESPONSIBLE JOBS

Host/Hostess	Spell out task. Define time and skills required. Indicate lines of responsibility and authority.	Recruiter
Office Helper		Bulletin Board Arranger
Artist		Field Trip Aide
Group Leader		Library Aide

LEAST RESPONSIBLE JOBS

Proof Reader	Define duties, time, and skills. Identify specific tasks, what needs to be done and when.	Typist
Attendance Taker		Launderer
Bus Monitor		Reproducer of Materials
		Classroom Monitor
		Puppet Maker

From: The Effective Management of Volunteer Programs, by Marlene Wilson, p. 108.
Adapted by: Sylvia Carter

INTEREST SURVEY
(An Example)

Volunteer's Name: _____ Date: _____

Address: _____ Phone: _____

DIRECTIONS: Place a check to the left of those activities you would be interested in doing that don't directly involve children:

- Reading and writing
- Taking responsibility
- Speaking to groups
- Sewing
- Dancing and singing
- Sorting papers, keeping records, answering phone
- Typing, filing, duplicating
- Drawing and sketching
- Camping and hiking
- Swimming and hiking
- Research and analysis
- Working "math" problems
- Decorating classroom
- Fund raising
- Making, repairing things
- Cooking
- Designing costumes
- Making decisions
- Presiding at meetings and events
- Acting in a play
- Directing dramatic production
- Leading a discussion group
- Driving a car
- Assisting with field trips
- Training volunteers for jobs
- Recruiting volunteers

DIRECTION: Place a check to the left of activities you would be interested in doing in classrooms:

- Helping organize instruction materials
- Providing individual or special attention
- Assisting with snacks and meals
- Telling or reading stories
- Helping supervise toothbrushing and/or bathroom
- Helping supervise outdoor activities
- Greeting the children
- Leading a planned activity
- Assisting with arts and crafts
- Helping with holiday parties
- Helping supervise nap time
- Individual tutoring

Comments: _____

_____

_____

Please list any other hobbies, skills, talents, or interests that you would like to share with Head Start: _____

_____

Time Available: _____

Volunteer's Signature _____

VOLUNTEER SKILLS MATRIX

CENTER _____ TEACHER _____

VOLUNTEER COORDINATOR:

VOLUNTEER NAME	TYPING	DRIVER	ARTS/CRAFTS	FUND RAISER	SEWING/MENDING	PROGRAM ADVOCATE	PHOTOGRAPHER	REPAIR EQUIPMENT	COOKING/NUTRITION	OTHER
Anne Jones	X				X	X				
James Thomas		X		X			X	X		
Lucille Davis	X		X		X				X	
Lori Vanderson	X	X	X		X					
Marian Drake				X	X	X				
John James										

Each center could compile a matrix to help staff identify volunteers with special skills. For example, if a center is developing a special newsletter, a matrix such as the one above would show parents with typing skills, parents with photography skills, etc.

STAFF TRAINING

One of the most critical elements of successful volunteer programs is training staff to work with volunteers. Design training to bring about some change (attitude, skills, knowledge) in individuals that will improve the total program. While training is often viewed as a structured experience that leaves little room for creative expression, it need not be delivered in this manner; a climate can be set that will promote creativity and learning. One way of doing this is first to help staff understand the relationship of human needs to a training experience.

Understanding Human Needs

According to psychologist Abraham Maslow, basic human needs are: physiological, safety, social, self-esteem, and self-actualization. Consider these needs when planning a training experience for staff on use of volunteers in Head Start. During staff training, deal with concerns and needs that volunteers frequently bring to the volunteer program experience. Also, seek appropriate ways to respond to these concerns and needs. Concerns are expressed in both positive and negative ways. Responses to the concerns/needs will determine how successful the volunteer program will be.

On-going, effective staff training will eventually result in the staff's developing certain skills, attitudes, and knowledge as demonstrated by behavior. Staff will come to realize that both they and volunteers have rights and responsibilities. Some general responsibilities of staff as they supervise volunteers are to:

1. Plan for and with the volunteer.
2. Get to know the volunteer as a person.
3. Communicate effectively with the volunteer.

4. Provide for special recognition of the volunteer.

5. Show appreciation frequently.

The chart on page 36 highlights staff concerns and appropriate volunteer responses. Such information may be used for planning training events. The particular concerns and responses to be dealt with in any given training design will be determined by information that is gathered concerning the needs of each specific Head Start program.

Developing Training Plans

Head Start programs are required to submit an annual training plan, and the volunteer coordinator should be heavily involved in designing it. Two important factors to integrate into plan design are program objectives and the needs of individuals. The following information outlines a procedure for developing training plans:

STEP 1: Gather Information

a. Interview staff to determine concerns in working with volunteers.
b. Interview staff to determine attitudes toward the use of volunteers.
c. Observe staff working with volunteers to determine individual skill needs.
d. Interview volunteers or potential volunteers to determine their concerns in working with the staff.

STEP 2: Compile, Analyze, and Prioritize

After gathering information, compile all data. Next, analyze the information to get a picture of the status of volunteers in the program. Then begin to prioritize needs for staff training by asking these questions:

a. Should the training content focus on building skills in use of volunteers?
b. Should the content focus on changing staff attitudes?
c. Should the content focus on increasing knowledge about the use of volunteers?
d. Should content focus on a combination of all three?

STEP 3: Develop Objectives

Establish clearly defined, measurable objectives that describe desired

results for staff training. For example:

a. To assist staff in developing more positive attitudes in working with volunteers.
b. To develop strategies for working with volunteers.
c. To develop strategies for resolving conflict in working with volunteers.

STEP 4: Select Training Methods

Select training methods or techniques that will help meet program objectives.

a. Methods to Increase Knowledge

Method Suggestions:
- Lectures/lecturettes
- Case studies
- Discussions
- Films
- Panel discussions
- Pre- and post- tests

Topic Suggestions:
- A volunteer program--the pros and cons
- Building partnerships--staff and volunteers
- Head Start and community involvement

b. Methods to Improve Skills in Using Volunteers:

Method Suggestions:
- Demonstrations
- Role playing
- Simulations
- On-the-job practice

Topic Suggestions:
- Effective communication techniques
- How to resolve conflict
- Supervision and delegation
- How to build staff-volunteer teams
- Learning how to observe and evaluate volunteer effectiveness

c. Methods to Modify Staff Attitude Related to Volunteers

Method Suggestions:
- Role reversal (assuming role of volunteer)
- Role play
- Self-evaluation--value clarification
- Simulations (use actual situations)
- Case studies analyzing real situations
- Observations of volunteers in program and community
- Counseling--provide individual help for staff

Topic Suggestions:

- Identifying staff attitudes related to volunteer use
- Values clarification
- Developing staff-volunteer partnerships
- Team building process: pros and cons
- Working effectively with volunteers
- Authority vs. responsibility in a volunteer setting

STEP 5: Evaluation/Follow-up

Planning for a training event should include evaluation from the very beginning. The more clearly training goals and objectives are defined, the easier it becomes to develop an effective evaluation. Did you or did you not accomplish your stated objectives? What contributed to the success or failure of the training? Should the training be repeated? Shortened? Lengthened?

Evaluation should occur at the end of each training session; however, it should be an on-going process, accomplished by formal or informal techniques, by individual or group techniques, overall or by component.

Evaluation is a must for making decisions regarding the volunteer program. The volunteer coordinator should devise an evaluation process that includes:

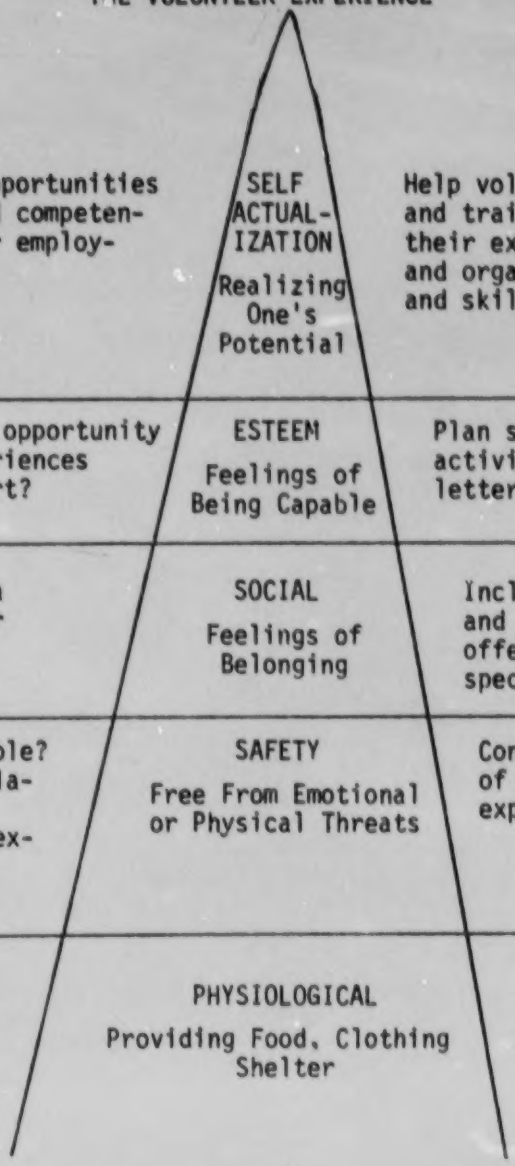
A. End-of-session evaluation

B. Individual conferences/interviews

C. On-job observation of staff working with volunteers.

Pages 37-39 show examples of materials that have grown from staff training sessions that could become part of a handbook to be used in staff/volunteer training sessions. It is important that each Head Start program develop materials specific to its own program needs.

MASLOW'S HIERARCHY OF NEEDS
THE VOLUNTEER EXPERIENCE



VOLUNTEER CONCERNS		STAFF RESPONSE
What are the payoffs for me? What opportunities will I have for developing skills and competencies? How can I use these skills for employment?	SELF ACTUAL-IZATION Realizing One's Potential	Help volunteers develop portfolio of experiences and training. Document and keep records of their experiences. Refer them to other agencies and organizations. Encourage advanced training and skill development.
Will my work be valued? Will I have opportunity to develop new skills? Will my experiences be transferrable outside of Head Start?	ESTEEM Feelings of Being Capable	Plan special volunteer rewards and recognition activities. Include this information in newsletters, newspaper, and media announcements.
Will I be accepted? Will I work as a partner with staff? Will my ideas or suggestions be accepted?	SOCIAL Feelings of Belonging	Include volunteers in center staff meetings and planning activities. Encourage them to offer ideas. Use them as resources for special activities.
Will the staff help me feel comfortable? Will I be informed about rules, regulations, restrictions, and guidelines? What is expected of me? What can I expect from staff? Suppose I don't agree with staff?	SAFETY Free From Emotional or Physical Threats	Conduct an orientation. Inform volunteers of rules, regulations, etc. Share mutual expectations.
Where will I work in the program? What should I wear? Will transportation and babysitting be available? What facilities and materials will I be allowed to use?	PHYSIOLOGICAL Providing Food, Clothing Shelter	Develop specific job descriptions and make specific volunteer assignments. Complete volunteer agreements. Inform them about support services and availability of transportation and babysitting. Develop a calendar for them.

TEACHER-VOLUNTEER PLANNING SHEET
(to be kept in folder for volunteer)

NAME OF VOLUNTEER _____

NAME OF TEACHER _____

NAME(S) OF CHILDREN _____

_____

_____

SKILLS TO BE REINFORCED OR TASKS TO BE COMPLETED BY VOLUNTEER

_____

_____

_____

TIME BLOCK _____

MATERIALS TO BE USED _____

_____

_____

LOCATION OF MATERIALS _____

PROCEDURES _____

_____

_____

COMMENTS OF VOLUNTEER _____

_____

_____

_____

_____

Source: In-service Training Models: Training for Teachers and Volunteers Working Together. Alexandria, VA: National School Volunteer Program, Inc., 1980.

STAFF RESPONSIBILITIES

1. Greet volunteers with a smile.
2. Develop plans for use of volunteers.
3. Find ways to share expectations with volunteers, and vice versa.
4. Give clear concise directions to volunteers.
5. Develop a special plan to train newcomers. Volunteers could conduct newcomer training on a one-to-one basis or small group basis.
6. Meet briefly with new and nearly new volunteers at the end of the day to assess the experience. This may require no more than five minutes, but the volunteer will feel special. Ask how the individual feels about the day. What went well? Any questions or concerns?
7. Praise volunteers for a job well done.
8. Observe volunteers in order to detect any problems, avoid conflicts, and make considerations for possible reassignment.
9. Avoid gossiping about the program, the staff, and other volunteers.
10. Be prepared to offer encouragement and support to the volunteer.
11. Plan for special recognition of the volunteer.
12. Give tasks with built-in success, especially at first.
13. Vary tasks.
14. Have materials needed for task available.
15. Provide a sample, or demonstrate how something is to be done.
16. Provide a space for working.
17. Increase amount of responsibility, but do not give too much responsibility too soon.
18. Explain how assigned task relates to the overall plans for the children or program.
19. Give tasks that best utilize the volunteer's training or special skills.

EXPECTATIONS

What does the teacher expect of the volunteer?

- Promptness
- Enthusiasm
- Dependability
- Loyalty
- Imagination and creativity
- Tact
- Initiative
- Discreet and trustworthy actions (e.g., confidential matters relating to classroom and children)
- Pleasant, friendly, warm, positive attitude
- Appropriate dress for the activity
- Knowledge that the teacher is the authority
- Avoidance of amateur psychologist practices
- Love of children
- Flexibility
- Patience
- Businesslike attitude
- Non-disruptive influence
- Sense of humor
- Interest in helping for the benefit of community
- Willingness to help, ask for directions, follow instructions, take training, try a variety of approaches and techniques
- Sensitivity to children's needs
- Sensitivity to teacher's time needs
- Capable of maintaining firm but kind discipline when working with small groups of children

What does the volunteer expect of the teacher?

- Consideration
- Appreciation
- Courtesy
- Sincerity
- Love of children
- Cooperative attitude
- Willingness to show how to use machines, when applicable
- Willingness to explain specific expectations
- Willingness to help volunteer as needed
- Assignment of tasks the volunteer is capable of doing
- Children prepared to work with volunteer
- Knowledge of schedule changes
- Materials needed for assigned tasks
- Acceptance of creative ideas and suggestions, whenever possible
- Relevant information about children that will help volunteer work with them
- Patience
- Respect
- Pleasant voice
- Good directions
- Ready tasks
- Control of class
- Organization-- clear instructions, plans
- Explanation of policies and procedures
- Feedback on children's progress, attitude
- Treatment as a professional assistant
- Matching of personality with children
- Constructive criticism or correction but NOT in front of children
- Friendly and welcoming attitude
- Recognition

Adapted from the National School Volunteer Program, Inc., In-Service Training Models: Training for Teachers and Volunteers Working Together. Alexandria, Va., 1980.

GENERAL VOLUNTEER ORIENTATION

To participate actively in Head Start, parent and community volunteers need a thorough orientation to the program and their roles in it. Orientation can take place at the grantee agency, the local center, or on an individual level as appropriate to the volunteer. Orientation should be held at the beginning of the program year because it gives volunteers a preview of future activities.

Orientation planning should include the volunteer coordinator, the director, staff members from the various Head Start components, volunteers from the previous year, and new volunteers. Decisions should be made about time and place for orientation, content, format, speakers, materials, refreshments, announcements, and publicity. Once responsibilities have been determined, a time table for completion of specific tasks can be established.

Here are some points to remember in planning a Head Start orientation:

1. Plan ahead. Have adequate seating and needed information and handouts available.
2. Respect the way adults learn.
3. Keep communication two-way. Information needs to be both presented and received.
4. Bring out and attempt to resolve concerns.
5. Offer a comfortable atmosphere by arranging chairs in a way that encourages interaction.
6. Serve nutritious, light refreshments.
7. Use creativity in the way information is presented; e.g., a panel discussion, slides or filmstrip, visual aids, exhibits.
8. Arrange babysitting and transportation for volunteers who need them.
9. Show scrapbook, photographs, a film, or videotape of previous volunteer activities.
10. Provide name tags.

11. Evaluate effectiveness of orientation by obtaining written comments from those attending. Evaluations of past orientations provide information about what was helpful to new volunteers. By using this input, the coordinator can improve future orientations.

Content for orientation should be determined by all individuals who work with the volunteers. Provide an opportunity for staff to identify what they feel Head Start volunteers need to know, and for prospective volunteers to indicate what they want to know. Include the following in the content of the orientation:

1. overall goals and objectives of Head Start;
2. objectives for volunteer involvement in the overall program, forms of volunteer participation, and rights and responsibilities of volunteers;
3. Head Start needs assessment and the planning process;
4. decision making and Head Start policy groups;
5. the role of each Head Start staff member;
6. job description of the volunteer coordinator;
7. how the Head Start program content is organized;
8. tour of the Center and classrooms; and
9. policies and procedures for volunteers.

See Page 43 for an orientation planning guide.

During orientation, give volunteers an opportunity to express their concerns and provide time for adequate verbal response. The chart on page 44 indicates some of the major concerns of volunteers and provides appropriate staff responses. Since the information is prepared to correspond to Maslow's Hierarchy of Human Needs, it is best to begin your study at the base level and work upward to the highest level.

The following are matters relating to policies and procedures which should be discussed with the volunteers:

1. confidentiality
2. schedules
3. meals
4. dress and behavior
5. telephone procedures
6. visitor policies
7. custodial services
8. releasing children to adults
9. smoking/eating lounge facilities (if volunteer is to work in the Center)
10. type and location of supplies and equipment
11. fire procedures and equipment
12. emergency medical plan
13. discipline - general
14. parking areas
15. lines of authority, communication
16. documentation of volunteer work
17. specific classroom rules and operation (if volunteer is to work in the Center)
18. positive ways to talk to preschoolers
19. information on the characteristics of three- and four-year-olds

A final matter of great importance that should be discussed is the necessity for and value of volunteers in the Head Start program. Include the following points:

1. What are the specific services needed at this facility?
2. Of what value will it be to have a volunteer do these tasks?
3. What's in it for the volunteer?

Written materials explaining various aspects of the Head Start program may be helpful to volunteers. They provide reinforcement to verbal presentations, expand the amount of material that can be presented, and save time. Topics suitable for handouts include a list of staff members, with the names and positions; list of materials volunteers can collect for the Head Start Center; volunteer interest survey form; summary of Head Start's purpose, goals, and philosophy; copies of job descriptions; and volunteer rights and responsibilities (see pp. 45-46). Avoid overloading volunteers with too much Head Start information at any one time. Detailed information can be included in a manual handed out during volunteer training.

After the orientation, volunteers should have an opportunity to evaluate the session. A suggested form is included on page 47. Volunteers should also receive notification of the next training session and an expression of appreciation for their participation.

ORIENTATION PLANNING GUIDE

Date: _____

Person Conducting the Orientation: _____

Objectives for the Orientation:

Content of the Orientation:

A. Head Start philosophy, goals, objectives, and program components.

B. Personnel involved and responsibilities of each.

C. Filling out volunteer interest surveys.

D. Examination of some sample job descriptions.

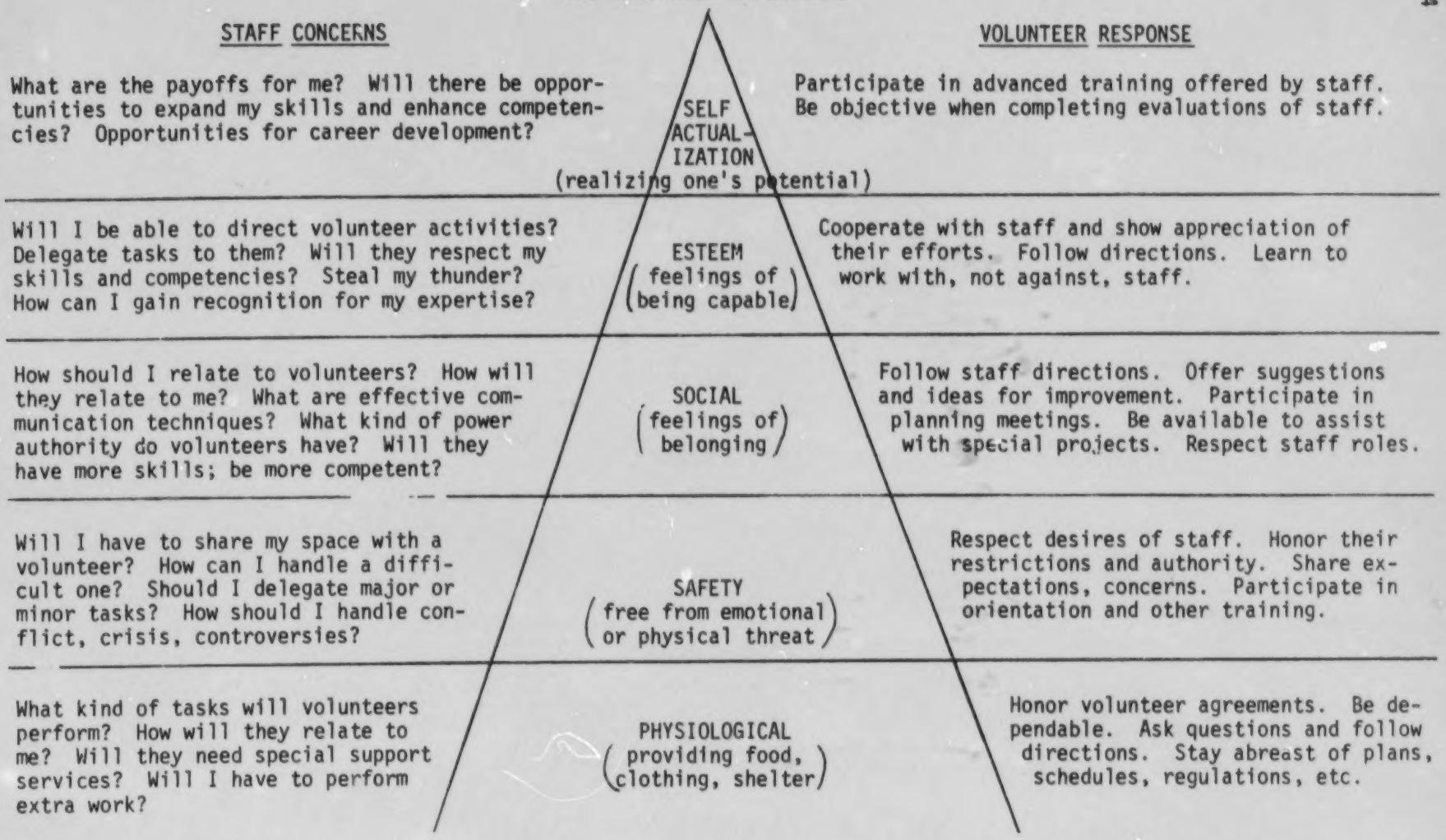
E. Local program policies and procedures for volunteers, including rights and responsibilities (the discussion of rights and responsibilities should include a dialogue between staff and volunteers).

Materials: Orientation Handouts

Feedback from Participants on the Organization and Helpfulness of the Orientation:

Refreshments (Person Responsible): _____

MASLOW'S HIERARCHY OF NEEDS
THE VOLUNTEER EXPERIENCE


STAFF CONCERNS
VOLUNTEER RESPONSE
What are the payoffs for me? Will there be opportunities to expand my skills and enhance competencies? Opportunities for career development?
SELF ACTUAL-IZATION (realizing one's potential)
Participate in advanced training offered by staff. Be objective when completing evaluations of staff.
Will I be able to direct volunteer activities? Delegate tasks to them? Will they respect my skills and competencies? Steal my thunder? How can I gain recognition for my expertise?
ESTEEM (feelings of being capable)
Cooperate with staff and show appreciation of their efforts. Follow directions. Learn to work with, not against, staff.
How should I relate to volunteers? How will they relate to me? What are effective communication techniques? What kind of power authority do volunteers have? Will they have more skills; be more competent?
SOCIAL (feelings of belonging)
Follow staff directions. Offer suggestions and ideas for improvement. Participate in planning meetings. Be available to assist with special projects. Respect staff roles.
Will I have to share my space with a volunteer? How can I handle a difficult one? Should I delegate major or minor tasks? How should I handle conflict, crisis, controversies?
SAFETY (free from emotional or physical threat)
Respect desires of staff. Honor their restrictions and authority. Share expectations, concerns. Participate in orientation and other training.
What kind of tasks will volunteers perform? How will they relate to me? Will they need special support services? Will I have to perform extra work?
PHYSIOLOGICAL (providing food, clothing, shelter)
Honor volunteer agreements. Be dependable. Ask questions and follow directions. Stay abreast of plans, schedules, regulations, etc.

BILL OF RIGHTS FOR VOLUNTEERS

1) The right to be treated as a co-worker
   . . . not just free help
   . . . not as a prima donna

2) The right to a suitable assignment
   . . . with consideration for personal preference, temperament, life experience, education, and employment background

3) The right to know as much as possible about the agency
   . . . its policies
   . . . its people
   . . . its programs

4) The right to training for the job
   . . . thoughtfully planned and effectively presented training

5) The right to continuing education on the job
   . . . as a follow up to initial training
   . . . information about new developments
   . . . training for greater responsibility

6) The right to sound guidance and direction
   . . . by someone who is experienced, patient, well informed, and thoughtful
   . . . and who has the time to invest in giving guidance

7) The right to a place to work
   . . . an orderly, designed place
   . . . conducive to work
   . . . and worthy of the job to be done

8) The right to promotion and a variety of experiences
   . . . through advancement to assignments of more responsibility
   . . . through transfer from one activity to another
   . . . through special assignment

9) The right to be heard
   . . . to have a part in planning
   . . . to feel free to make suggestions
   . . . to have respect shown for honest opinion

10) The right of recognition
   . . . in the form of promotion
   . . . and awards
   . . . through day-by-day expressions of appreciation
   . . . and by being treated as a bona fide co-worker

A CODE OF RESPONSIBILITY

1. Be sure
   . . .look into your heart and know that you really want to help other people.

2. Be convinced
   . . .don't offer your services unless you believe in the value of what you are doing.

3. Be loyal
   . . .offer suggestions, but don't "knock."

4. Accept the rules
   . . .don't criticize what you don't understand.
   . . .there may be a good reason.

5. Speak up
   . . .ask about things you don't understand. Don't coddle your doubts and frustrations until they drive you away, or turn you into a problem worker.

6. Be willing to learn
   . . .training is essential to any jobs well done.

7. Keep on learning
   . . .know all you can about your organization and your job.

8. Welcome supervision
   . . .you will do a better job and enjoy it more if you are doing what is expected of you.

9. Be dependable
   . . .your work is your bond. Do what you have agreed to do. Don't make promises you can't keep.

10. Be a team player
    . . .find a place for yourself on the team. The lone operator is very much out of place in today's complex community.

EVALUATION OF VOLUNTEER ORIENTATION
HEAD START

Complete only if this is your first evaluation of Volunteer Program, or if you have received additional orientation that you have not evaluated.

DATE OF ORIENTATION: _____

Helped me to understand the Head Start program. Yes____ No____

Gave me confidence in my ability to be a good volunteer. Yes____ No____

I liked best:

I liked least:

I wish:

NAME OF VOLUNTEER: _____ DATE: _____

SPECIFIC ORIENTATION AND TRAINING FOR VOLUNTEERS

Begin specific orientation and training after completion of general orientation and assessment of individual talents and interests. Include a relationship-building session.

Specific Orientation

This is the beginning of interviewing, screening, and matching volunteers to jobs. Some topics of conversation might be:

A. the name the volunteer prefers to be called,
B. jobs the volunteer feels comfortable with,
C. jobs the volunteer is interested in learning how to perform,
D. best use of the volunteer's talents,
E. time available for training and volunteering, and
F. problems the volunteer expects to encounter and how they might be solved; e.g., babysitting, transportation.

Once this interview is completed with the volunteer coordinator, and the volunteer has settled on a specific job to take for a trial period, it is time to begin training.

Specific Training

The first step in actual training is the volunteer's observation of the task being done appropriately. No volunteer should be asked to perform a task that he/she has not observed and about which there has been no opportunity to express concerns. For example: A volunteer bus aide should be given the opportunity to observe someone acting in that position, and be allowed to ask questions, before assuming the responsibility.

After the volunteer has observed a task, training may or may not be needed. The amount and kind of observation and training will, of course, vary from task to task. The type of training, materials used, and amount of data covered must be tailored to the background and expertise of the volunteer. A lot of hands-on experience and role playing is suggested.

Once observation and training have been completed, the volunteer can be placed on the job. It is critical that volunteers be made to feel comfortable with the staff person to whom they are assigned and encouraged to ask questions at any time. At the end of the first day of volunteering, it is essential that both the staff person and volunteer critique the job. The volunteer needs to be encouraged to express his/her true feelings and anxieties. The staff person must use techniques that:

1. reinforce the volunteer's acceptance of the ability to do the job, and
2. cause the volunteer to feel good about the first day's efforts.

RECORD KEEPING

Documentation and sound record keeping are important to program survival and successful volunteer experiences. Here are some reasons:

1. Federal policy for Head Start programs specifies that "all volunteer services claimed as non-federal share must be substantiated by time records which have been signed by the volunteer, and also by the supervisory personnel as required for all employees. Such records must show the actual hours worked, the specific duties performed, and should also indicate the basis for determining the rate of the volunteer's contribution."
2. To keep the coordinator in touch with what's going on.
3. To evaluate program effectiveness.
4. To document volunteer achievements.
5. To provide information for public relations.
6. To develop a program history.
7. To recognize the work of volunteers.
8. To support volunteers' income tax records, job resumes, insurance claims, etc.
9. To demonstrate community support.
10. To develop a reliable reporting system.
11. To be accountable for achieving program goals.

Design the record keeping system to meet the needs of your particular program. It can be simple or elaborate, just as long as it works for you. When developing a system, consider such elements as:

- what should appear on the volunteer application
- volunteer fact cards on skills, interests, and experience
- volunteer folders which include present placement and contributions to program
- master log containing the hours worked and the services rendered by volunteers (see page 52 for example)
- volunteer progress report indicating skills acquired, and

- evaluation forms for volunteers, the program, and staff.

The following data and information frequently requested of the Head Start volunteer program are taken from the PIR (Program Information Report):

- the total number of persons providing any volunteer services to the program during the operating period
- total number of classroom volunteers
- number of Head Start parents who have provided volunteer services
- number of persons from the Foster Grandparents Program who participated in the program, and
- number of persons from the Retired Senior Volunteers Program (RSVP) who participated in the program.

Give clear instructions on maintaining time sheets and reporting the non-federal share for specific operating periods to volunteers, as well as others responsible for keeping track of volunteer time; i.e., center directors, center clerks, home visitors, etc. For further information on record keeping, the publication entitled Proof Positive: Developing Significant Volunteer Record-keeping Systems by Ellis and Noyes is highly recommended as a resource.[10] If funds are not available to purchase this book, contact the nearest Voluntary Action Center to see if a copy is available for loan.

VOLUNTEER LOG

Center _____

Component No. _____

Activity _____

Hours Worked _____

Statement of Volunteer Hours by Payroll Period

Dates Covered _____

52

Names and Addresses of Volunteers; Volunteer Classification (i.e., parent)	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total Hours	Rate Per Hour	Total $ Value of Services	Mile-age	Kind of Services Rendered	Volunteer's Signature

Totals

I, _____, certify that this form is correct and substantiates the above _____ hours of volunteer time rendered.

Number Full-time____
Number Part-time____

65

RECOGNITION OF HEAD START VOLUNTEERS

Recognition of service to the Head Start program is of great importance to volunteers because it indicates their work is valued. Recognition keeps Head Start volunteers coming back to the program; it motivates them to take on a bigger job, or additional work. Although they may feel they just don't have any more time to contribute, some form of recognition may encourage them to find extra time and energy.

Recognition is not always a formal process. It can be as simple as a note of thanks, a birthday card, or a positive feedback statement such as, "Thank you for assisting me today during small group reading activity." While one form of recognition may be important to one Head Start volunteer, it may be meaningless to another. Try to see that each volunteer receives the kind of recognition that means something personally, whether it's formal or informal. A list of 20 ways to show appreciation to the Head Start volunteer, as well as a sample of the official Head Start volunteer recognition certificate, are provided on pp. 54-55 for your consideration.

20 WAYS OF SHOWING APPRECIATION TO THE HEAD START VOLUNTEER

1. Write a letter of recommendation to a prospective employer.
2. Involve the volunteer in staff meetings and in-service training when appropriate.
3. Call or write the volunteer when he or she is absent or ill.
4. Include the volunteer in the planning and evaluation of program activities.
5. Use the volunteer's special talents, knowledge, and interests in assigning tasks.
6. Give certificate of appreciation at annual ceremony.
7. Always greet the volunteer by name and encourage others to use the volunteer's name.
8. Invite experienced volunteers to train newer volunteers.
9. Seek training opportunities that enable volunteers to make meaningful contributions.
10. Carefully match volunteers and jobs.
11. Have get-acquainted volunteer gatherings for volunteers and staff.
12. Provide area for volunteer lounge and coffee.
13. Set a time to talk with volunteers when children are not present, and speak briefly with them each day before departure.
14. Try to accommodate the volunteer's personal needs and problems.
15. Give the volunteer feedback in regard to job performance. Increase responsibilities and provide more challenging tasks as time progresses and the volunteer demonstrates growth.
16. Have "volunteer of the month" on bulletin board or in newsletter.
17. Keep records of jobs and number of hours contributed by the volunteer.
18. Invite volunteers to fill out interest and talent inventories; utilize this information.
19. Keep the environment receptive to volunteers' taking initiative.
20. Place volunteers with creative, responsive staff and establish procedures for their supervision.

55

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Office of Human Development Services
Administration for Children, Youth and Families
Head Start Bureau

This Certificate is Awarded to

_____

For outstanding volunteer service to Project Head Start during the past year

_____
Local Director, Project Head Start

Date: _____

68

69

VOLUNTEER FEEDBACK AND EVALUATION

Feedback from Head Start volunteers is an effective vehicle for improving program performance. It must be gathered from the beginning of the program year with recruitment and continue as long as the volunteer remains on the job. It must be on-going and frequent, with all the staff and volunteers in each Head Start program component participating. Feedback results may be the basis for program changes.

Not only is feedback of value to the Head Start program, it is also of great importance to volunteers themselves. It permits them to know the quality of their job performance and uncovers areas where direction may be needed. It is an opportunity to communicate appreciation for service. Encourage feedback in the form of questionnaires, evaluations, and suggestion boxes. Any strategy of establishing good channels of communication between the Head Start staff and volunteers is important.

Assignments should fit both needs of the program and the skills and interests of volunteers. Always involve the Head Start volunteers in the choice of assignment. If the volunteer becomes unhappy in a particular position, then change the assignment before the volunteer disappears from the program.

The volunteer coordinator is responsible for overseeing evaluation of the volunteer and incorporating observations of those responsible for supervising the volunteer. Performance should be measured against the job description. The evaluation form and feedback provided to the volunteer should reflect personal growth and development. This may have implications for future placement or paid employment within the volunteer program or elsewhere.

Establishing a personal file that documents the hours and types of volunteer services rendered, as well as an evaluation of the skills acquired from the

job training and experiences, is important. This type of documentation will serve as an incentive to volunteers to increase participation if they see its value for future job opportunities.

Through an on-going evaluation of volunteers, many minor problems can be resolved before they become major ones. The volunteer should have the opportunity for self-evaluation by filling out the same form as that used by the immediate supervisor. Such a form, which should be completed no less than twice each year, is included on pages 58-59.

The volunteer coordinator should review both evaluations (supervisor's and volunteer's) then meet with the volunteer for an additional review. Suggested questions to guide the review may be found on page 60. Recommendations regarding the volunteer's future participation are based on joint decisions reached during the review process.

The evaluation of the volunteer is one component of the overall program evaluation. It is important that volunteers have an opportunity to evaluate their relationship with the staff and that both staff and volunteers evaluate the overall program. Examples of program evaluation forms are found on pages 61-62.

EVALUATION OF VOLUNTEER PERFORMANCE
(Supervisor and Volunteer)

NAME _____ DATE _____

POSITION _____ SUPERVISOR _____

(Check the spaces that describe the volunteer's usual performance.)

	Never	Rarely	Usually	Always
Reliability				
Punctual				
Notifies supervisor ahead of time if Late				
Absent				
Completes assignments				
Attitude				
Desires to learn as much as possible about assignment				
Suggests ways to perform assignment more effectively				
Personal Attributes				
Responds flexibly to the unexpected				
Displays sense of humor				
Seeks supervisory help when needed				
Accepts children or coworkers as they are				
Relationship to Organization				
Exhibits understanding of volunteer role				
Shows knowledge of program purpose				

EVALUATION OF VOLUNTEER PERFORMANCE (continued)

COMMENTS: (Include assessment of volunteer's contribution to the program.)

OBSERVATIONS: (Include how well the duties were carried out.)

SIGNED_____
Supervisor

RECOMMENDATIONS: (To be made by Volunteer Coordinator.)

Remain in Present Assignment _____

Transfer _____

Terminate _____

Other (describe) _____

_____

CONFERENCE WITH VOLUNTEER: Date_____

SIGNED_____
Volunteer Coordinator

SUMMARY STATEMENT OF VOLUNTEER REVIEW
(Volunteer Coordinator)

How do you feel about your volunteer experiences?

How do you feel about your relationship with staff?

What could be done to make your volunteer experiences better?

What suggestions do you have to improve the volunteer program?

Recommendations (record on second page of supervisor's evaluation form):

Review Date:_____ Signed _____
(Volunteer Coordinator)

EVALUATION OF THE VOLUNTEER PROGRAM

(to be completed by staff)

Yes	No		
		1.	**Planning**
____	____		Was your planning based on a needs assessment?
____	____		Were you included in the planning process?
____	____		Was there sufficient planning done before the program started?
____	____		Was a written plan developed?
____	____		Was the plan distributed to all staff members?
		2.	**Recruitment**
____	____		Was there a written recruitment plan for volunteers?
____	____		Were these recruitment plans carried out?
____	____		Were sufficient volunteers recruited?
		3.	**Orientation and Training**
____	____		Was a written training plan developed?
____	____		Was the advisory committee involved in developing the plan?
____	____		Did the training give you the help you needed to work with volunteers?
____	____		Did you have an opportunity to evaluate specific training events at the time they were offered?
		4.	**Program Management**
____	____		Do you understand your role and responsibilities?
____	____		Do you receive assistance when you are experiencing difficulties?
____	____		Are you supervised?
____	____		Does your job assignment match your skills?
____	____		Were job descriptions developed?
		5.	**Record Keeping**
____	____		Is your record keeping system adequate and appropriate for your program needs and federal reporting?
____	____		Are records updated regularly?
____	____		Are you gathering only information that is needed?
		6.	**Recognition**
____	____		Are you given recognition for using volunteers?
____	____		Is there an overall program plan for recognition of volunteers?
____	____		Do you provide for individual recognition of volunteers?
		7.	**Evaluation**
____	____		Is evaluation built into the program plan?
____	____		Are you sufficiently involved in the evaluation process?
____	____		Do evaluations result in constructive program changes?

EVALUATION OF THE VOLUNTEER PROGRAM

(to be completed by volunteers)

Yes	No		
		1.	Planning
____	____		Was there sufficient planning done before the program started?
____	____		Were you included in the planning process?
		2.	Recruitment
____	____		Were you recruited by a staff member?
____	____		Were you recruited by a volunteer?
____	____		Did you volunteer because of program publicity?
		3.	Orientation and Training
____	____		Was the advisory committee involved in developing the plan?
____	____		Did the training give you the help you needed to work in the program?
____	____		Did you have an opportunity to evaluate specific orientation and training events at the time they were offered?
		4.	Program Management
____	____		Do you understand your role and responsibilities?
____	____		Does your job allow you sufficient time to carry out these duties?
____	____		Do you receive assistance when you are experiencing problems with volunteers?
____	____		Are volunteers supervised?
____	____		Were volunteer assignments based on a careful matching of jobs to volunteer skills?
____	____		Were you given a job description?
		5.	Record Keeping
____	____		Were you given help in recording your volunteer hours and activities?
____	____		Were you given information about how to keep records for tax deductions for your volunteer services?
		6.	Recognition
____	____		Do you feel you receive recognition for what you do?
____	____		Is this recognition meaningful to you?
		7.	Evaluation
____	____		Do you have an opportunity to evaluation your relationship with the staff?

HOW TO KEEP VOLUNTEERS

There are four major steps to maintaining competent volunteers: appropriate training, planning with volunteers, evaluation, and support.

Training. Well-trained volunteers will feel comfortable with a task. Not all training takes place prior to their beginning a job, however. Some may need to be done in small steps. Reinforcement training may at times be needed, or perhaps even some supplementary training to enhance a particular component of a job. It is a mistake to think that just any volunteer can do simple tasks. Even handwashing for 15-20 children can turn into disaster if certain procedures aren't followed.

Planning with the Volunteer. Designate a specific staff member to plan with specific volunteers. Just a few minutes daily, with one 30-minute session scheduled at some point during the week, is enough time for this activity. It is critical for the volunteers to know what they are expected to do and to be provided with a written plan, such as the one found in the staff training section (see page 37).

Evaluation. The volunteer and staff person responsible for planning should spend a few minutes daily discussing what occurred and plan for overcoming any problems encountered. If this step is eliminated, volunteers begin to feel their work is unimportant and they subsequently lose interest.

Support. At the top of the list in importance is the necessity for showing support for the volunteer. Just saying "Hi-Thanks-Bye" won't get the desired results. Support to volunteers should include:

1) providing good, appropriate, well-timed training,
2) evaluating and planning with the volunteer,
3) giving constant encouragement,
4) showing the humorous side of events that may, at the time, appear to be a disaster for the volunteer, and
5) reinforcing the idea that no one is perfect and the opportunity to try again will be forthcoming.

UTILIZING THE HANDICAPPED VOLUNTEER

In September 1973, Congress passed Section 504 of the Rehabilitation Act which prohibits discrimination on the basis of a physical or mental handicap. This legislation applies to every federally assisted program or activity in the country. Handicapping conditions include, but are not limited to:

- Alcoholism
- Blindness; visual impairment
- Cancer
- Cerebral palsy
- Deafness
- Diabetes
- Drug addiction
- Epilepsy
- Heart disease
- Mental or emotional illness
- Mental retardation
- Multiple sclerosis
- Muscular dystrophy
- Orthopedic or speech impairment
- Perceptual handicaps, such as dyslexia, minimal brain dysfunction, and developmental aphasia

In April 1977, the Attorney General of the United States issued a decision which defined drug and alcohol abuse as handicapping. However, 1978 amendments to the Rehabilitation Act clarified the status of the alcohol or drug abuser as it relates to employment. This legislation which has implications for Head Start as an employer of paid staff and volunteers states that:

> ". . . the term (handicapped) does not include any individual who is an alcoholic or drug abuser whose current use of alcohol and drugs prevents such an individual from performing the duties of the job in question, or whose employment would constitute a direct threat to property or the safety of others."

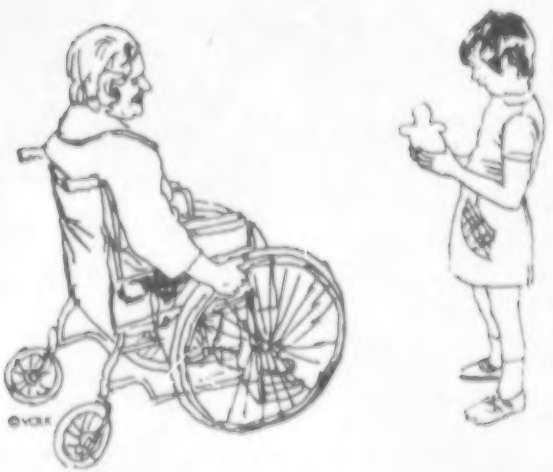
Therefore, any individual, without regard to race, sex, religion, age, creed, national origin, or handicapping condition, who is qualified and has the capability of making a worthwhile contribution in volunteer services, shall be eligible for consideration as a Head Start volunteer and to have an application or request received and reviewed for appropriate assignment.

The key element to keep in mind when utilizing the handicapped volunteer is the same as that for any volunteer: the assessment of volunteer talents and skills and matching them to qualifications required in the job description developed for the task. Working closely with handicapped volunteers until

they are comfortable and confident in their role is also important. They should be mainstreamed into all program activities including recruitment, orientation, training, evaluation, and recognition.

It is important not to "bend the rules" out of sympathy for someone because of handicapping condition. The decision to utilize handicapped volunteers must be based on the solid skills and talents they bring with them, and the same level of expectation should be placed on the handicapped person as that placed on anyone else. If a handicapped volunteer cannot be utilized, a tactful and nondiscriminatory demeanor should be employed; i.e., "I do not have a job description available at this time to meet your skills, talents; perhaps I could refer you to _____ who might be able to place you."

Another area to consider is facility accessibility. If a facility is adapted for physically handicapped children, then it will also be accessible to the physically handicapped adults. Although the law does not require that every building or part of a building be physically accessible, the program services as a whole must be accessible.



VOLUNTEERS WORKING WITH SPECIAL NEEDS CHILDREN

Volunteers can often give the one-on-one attention needed by children who are handicapped or have special learning needs. Project Vista, a federally-funded program at Radford University in Virginia, has developed excellent training materials for volunteers who work with special needs children. Vista project directors recommend that training include the following information:

Some Social Tips for Non-Disabled Volunteers Working with Special Needs Children

* Converse with a handicapped individual in spirit, content, and approach as you would with anyone else.

* When you think someone with a disability may need assistance, ask, "Do you need help? How should I help you?" (Occasionally, well-meaning persons are more of a hindrance than a help because they are unsure of what to do.)

* Do not shout at blind persons. They have lost their VISION, not their hearing.

* Don't be embarassed over common expressions that might seem awkward, such as asking a blind person whether she has seen a particular movie. The English language is filled with these expressions, and you are more likely to be sensitive to them than the person with whom you are talking.

* Use graphic language when directing someone who is blind. Don't say, "The library is right over there." Do say, "From where you are standing now, walk straight about 20 paces up a ramp, 20 paces to the building, then through two sets of double doors about two paces apart that swing out."

* Do not "talk over" or provide the words for someone who stutters or speaks with difficulty. Be patient and listen, and let the person speak for himself. It is appropriate to repeat the thought back to confirm communication of the idea, but not to out-guess the thought and words and assume you know what the person is trying to express.

* ALWAYS FACE a person with a hearing impairment. Be sure the person can see your lips; speak clearly without exaggerating lip movement.

* Speak directly to a disabled person. Do not direct conversation to an attendant, assistant, or nearby companion as if the disabled person does not exist.

* Do not call special attention to a disabled person. Approach the person as one who happens to have a handicap--NOT as a handicap who belongs to a person.

* When you attempt to help a disabled person, consider first: Who am I helping? If the answer is YOURSELF, then you are doing no one any favors. If the answer is clearly the disabled person, then participate WITH him/her; don't do things TO, AT, or FOR the person.

Tutoring Tips[12]

What must we understand?

-- Each child is unique; each child is different.

-- Each child learns at a different rate.

-- Every child can learn. If one has not learned, it is not his/her fault. There is no single method of teaching that works for all children. With so much failure in the child's background, remedial work is a long and slow path. Much of it seems to be marking time. Be patient. Don't be rushed.

-- On the whole, children who need extra help in learning:

  - feel stupid, though it may not be apparent.
  - may be restless.
  - may have a brief attention span.
  - may be distractible.
  - may need to learn through all their senses, rather than only through seeing and hearing.
  - may have difficulties with discriminating, and therefore understanding what they hear or what they see.
  - may have poor memories, and therefore forget very quickly.
  - may need lots and lots of repetition.
  - may have difficulty understanding words that represent concepts, and also may interpret expressions literally.

-- Your investment of time is a vote of confidence in the child.

-- Children will learn if you respect them and have confidence in their ability.

What must we do?

-- Find out what interests the child, and use it as a lever for learning.

-- Accentuate the positive; overlook the negative. Learning is shaped by praise. Lack of praise makes the child indifferent to behaving properly.

-- Never be sarcastic. This is destructive.

-- Avoid reproaches. Be respectful.

-- Don't lecture. Don't moralize.

-- Be consistent, kind, firm.

-- Set rules, routines, and provide structure. The child will welcome knowing what to expect.

-- Remember no problem is too small to work with, and to work with slowly.

-- Don't bite off too much at a time.

-- Over-teach every skill.

-- Plan smaller units if the child has failures. You may be asking too much.

-- Remember to use varied and colorful materials, and a multi-sensory approach.

-- Plan many activities within the session. Change from one activity to another before the child tires.

-- Keep in mind that children differ in their learning styles.

-- Minimize the noise and clutter in the spot where you meet with the child.

-- Provide assistance the child needs.

-- Use simple language. Do not talk down to the child. Do not criticize his/her language.

-- Set realistic expectations and make reasonable demands (simple at first, then more difficult) so the child will have a chance to feel successful.

-- Be sure learning tasks are at the appropriate level--not too simple, but difficult enough to provide a challenge.

-- Teach the child at his/her level; remember the child's profile of skills is uneven and so s/he has many levels.

-- Accept the child. Do not compare one child to another.

-- Limit the choices. Decisions are difficult for the child. Be careful about how you ask questions: not "What do you want now?" but "Do you want this or that?"

-- Maintain a sense of humor.

LEGAL LIABILITY

Head Start programs should be concerned about legal liability for negligent acts, possibly committed as an oversight on the part of a volunteer. The guidance of a competent insurance agent (on your Policy Council?) and a knowledgeable attorney (on your Policy Council?) is highly recommended for specific information and advice regarding the extent of liability coverage and protection needed.

This section is simply a general explanation of some of the liability situations which may confront Head Start programs. It does not attempt to identify all liability situations which may be present in the operation of any particular Head Start program.

The Issue of Liability

The basis of legal liability in volunteer programs is torts. Torts are civil as opposed to criminal wrongs. The idea is that a duty was owed and not fulfilled due to one of three causes: 1. intentional interference with an individual; 2. strict liability; and 3. negligence. In tort claims, situations that involve volunteers, the case is usually negligence. Negligence is conduct that does not measure up to certain established standards. Injury which results to a person from an "unreasonable risk" due to the behavior of another person entails negligence. Even though instances of such legal suits are rare, insurance should be secured to protect the program, the staff, and volunteers so that all concerned may proceed about program business without fear of litigation, should accidents or damages occur.

Insurance Concerns

Depending on how a particular Head Start program's liability coverage policy is written, it may or may not include volunteers. Every Head Start program should take an indepth look at its insurance policies to make sure all

volunteers are included in the overall policy. The cost of including volunteers in program liability coverage is usually nominal and is well worth the cost if an accident such as the one described below should occur.

Situation: While cutting out paper figures, a Head Start child has a pair of scissors thrust into his eye by another child and ultimately loses sight in that eye. A Head Start parent volunteer was supervising the art activity, although a paid staff member was present.

If the case goes to court, liability coverage may not be the only thing needed. The Head Start program (on behalf of the volunteer) will need to be prepared to show that all possible steps were taken to avoid such accidents. They would include, but not be limited to:

- having a clear-cut job description for the volunteers,
- preparing the volunteer through an orientation which covers Head Start policies and procedures,
- training the volunteer. Questions are bound to be asked on what type of training the volunteer went through, qualifications for the position, or the type of training the volunteer should have had.

A Head Start program should also have accident liability insurance which covers volunteers when they have a personal accident on the job.

Situation: A fireman (volunteering in the Head Start Center) is demonstrating the proper use of a fire extinguisher to one of your classes. The fireman trips during the demonstration, drops the fire extinguisher and breaks his foot.

Again, the cost of including volunteers is nominal, and by covering volunteers under the overall Head Start accident policy, you may avoid a suit. In many states, there are certain circumstances under which volunteers may be covered by worker's compensation state statutes. Under these circumstances, there may not be a need to provide extra coverage for volunteers. This varies with each state and should be investigated when dealing with the question of volunteer insurance.

Volunteer Insurance

If volunteers are not covered under local Head Start program policies, volunteer insurance is available from several sources. Usually a basic plan offers $10,000 accidental medical coverage, $2,500 accidental death, and $1,000,000 personal injury liability insurance. The cost for each volunteer is minimal.

For additional information and applications forms, contact your local Voluntary Action Center, or:

Volunteer Insurance Service Association
4200 Wisconsin Avenue N.W.
Washington, DC 20016
(202) 244-5678

Carefully spelling out program policies for volunteers will help you avoid litigation. The volunteer advisory committee may find it helpful to generate a list such as the following:

Volunteers Should Not:

1) be in contact with children without required TB screening
2) be left in charge of classrooms
3) be responsible for behavior management
4) leave children unsupervised
5) have access to children's records other than their own children's
6) transport childen in their private vehicles unless provisions have been made by the program and/or individual for appropriate insurance coverage.
7) assume sole responsibility for identifying, diagnosing, and implementing learning needs and activities (must be done in conjunction with teaching staff).
8) be given the responsibility of making administrative decisions (must be done in conjunction with the appropriate group(s) and individuals).
9) engage in fund raising activities without prior program approval.
10) violate established program policies and procedures.

OFFICIAL POLICIES CONCERNING USE OF VOLUNTEERS IN THE HEAD START PROGRAM

Every Head Start program must use volunteers to the fullest extent possible. They may be either professionals or nonprofessionals (with no upper or lower age limits). It is expected that every third person in the classroom will be a volunteer. If there are more than 15 children in a classroom, additional volunteers may be needed.

All volunteered services claimed as nonfederal share must be substantiated by time cards or time records which have been signed by the volunteer, and also by a supervisor. Such records must show the actual hours worked, specific duties performed, and also indicate the basis for determining the rate of the volunteer's contribution. The rate may not exceed the amount that would be allowed if the volunteer were being paid.

Every Head Start program must explore and use the help and services available from other federal, state, and local agencies to supplement the funds provided for Head Start. However, if the Head Start agency obtains help from VISTA, Neighborhood Youth Corps, Job Corps enrollees, or Work-Study program participants, these services may not be counted as "in-kind" contributions.

All personnel (paid and voluntary) who regularly come in contact with the children must be screened for tuberculosis with a chest x-ray or tuberculin test. Head Start funds may be used to pay for health examinations of target area personnel when such examinations are required by state or local regulations or are specifically recommended by the medical doctor.

Staff members or volunteers who eat with the children may have their meals (the same food as the children's) paid for by Head Start.

Every Head Start program must be certain it is adequately covered by

insurance. Costs of insurance may be included in the budget. Liability insurance covers the staff and the sponsor for its liability for accidents to children, staff, volunteers, parents, and visitors on the center's premises.

Transportation liability insurance covers the owner and driver of a vehicle. All carriers must be adequately insured. The cost of insuring bus transportation can be included in the program budget. When Head Start provides a vehicle to be used in the program, from federal or local sources, both collision and liability insurance may be included in budget costs. Where publicly owned vehicles, e.g., school buses, are used to transport children, insurance must be obtained to cover parents, staff, and volunteers as well as the children. Head Start funds may be used to pay the difference necessary to obtain such coverage. Complete insurance for individually owned automobiles, used in car pools for example, cannot be a part of the Head Start program budget; however, Head Start will pay the difference between the cost of private insurance and that needed to insure a car as a commercial vehicle. Each program should be certain that all private automobiles used to transport children, and their drivers, have adequate insurance.

Suggested Resources

_____. Legal liability in volunteer programs. Richmond, Virginia: The Virginia Division of Voluntarism, 1983.

David, F., et al. The social service insurance dilemma: problems, analysis, and proposed solutions. Knoxville, Tennessee: Transportation Center, University of Tennessee, September 1978.

Goldstein, M. "Liability for volunteer injuries." Washington, D.C.: SYNERGIST, Winter 1979.

LOCAL HANDBOOK

Each local program should develop its own handbook to be used by staff and parents. Include some of the material printed in this manual, along with a list of step-by-step procedures for doing routine tasks in all component areas. Remember tasks need to be broken down. For example, classroom tasks would include such things as:

A. toileting
B. handwashing
C. sand and water play
D. math activities
E. art activities
    1. painting
    2. cutting
    3. pasting and gluing
F. mealtime
G. toothbrushing
H. dramatic play/role playing
    1. housekeeping area
    2. block/woodworking area
I. music activities
J. science activities
K. language activities
L. gross motor/playground experiences
M. classroom/behavior management

The development of step-by-step procedures for each task or activity will facilitate training. An example is included on the adjacent page.

THE BLOCK/WOODWORKING AREA[13]

This area usually contains blocks, trucks, cars, little people, and animals. It's another good place for role playing and children playing together cooperatively. Through building, stacking, making patterns, sorting, comparing, and role playing, children learn about objects in space, how things are alike and different, how to balance one thing on another and how playing together can make their play even more interesting.

1. Do not have too many children in this area at one time. Children may need you to help them define a space in which to build, or to suggest joining a similar activity of other children.
2. Encourage constructive play by making suggestions or asking questions that motivate children to become involved in making or doing something.
3. Help children protect projects by suggesting that they confine themselves to a certain area or reminding other children to be careful not to disturb or knock over a child's work.

4. Encourage children to talk to each other about their projects or to ask for something they need that another child has.
5. Give children a five-minute warning before clean-up. All the children should be involved with returning things to their proper places.

THE CLASSROOM VOLUNTEER[14]

Some General Guidelines

1. Become familiar with the teacher's classroom rules.

2. Learn children's names and use them. Tell them your name and encourage them to use it.

3. Talk with children! Ask them questions. Answer their questions.

4. Set a good example for children by speaking clearly to them. Show them your good manners at the table and in the way you talk respectfully to them and others, using such words as "please" and "thank you."

5. When talking with children, stoop to their eye level.

6. Expect the children to treat you as another teacher. Act like one. Should you feel insecure about this role: 1) watch the other teachers for awhile and model yourself after them; 2) ask the teacher for guidance if you need it.

7. We do not expect or want you to correct the children except by reminding children who need it of the behavior required; i.e., walking inside, using inside voices, treating each other nicely (not hurting each other, speaking nicely to each other), using materials safely and using good table manners. Refer to the classroom rules for further guidelines. Should you feel a child's behavior needs correcting beyond these reminders, please talk immediately with the teacher regarding appropriate action to be taken.

8. Be as positive with children as possible. Praise them often for good manners and behavior. When you have to remind a child of inappropriate behavior, try to do so positively. Example: "Please walk, Mary." or "Johnny, blocks are for building things. What are you going to build?" If Mary slows down to a walk and Johnny begins to build rather than throw the blocks around, say, "Thank you for walking, Mary," and later in the day when Mary is walking, say, "I like the way you are walking to the table, Mary!" "Johnny, you're building a very nice _____." or "I like the way you're using the blocks to build." Often, if you praise the behavior of some children, others will change their behavior. You need to watch for such a change and then praise them for it.

9. If you have agreed to do a task or be responsible for an activity and/or group of children, but for some reason must leave the task or the children, please let the teacher know before you leave so that someone else can be assigned to be in charge of the children or the task. Children should never be left unsupervised.

10. Please do not ever:

A. Frighten children by threatening them with spanking, the boogey man, devil, God, no Christmas presents, or anyone or anything else, or shut them up alone. We teach children to feel safe and secure with us.

B. Say anything to children to make them feel bad about themselves such as they're bad, or a sissy, or a baby, or a scaredy cat, or to shut up, etc. Do help us teach the children not to do this to each other. We teach children that they are wonderful, lovable people and that sometimes we don't like what they do but we always like them.

C. Physically hit a child or allow children to hit or hurt each other. We teach children that we will never hurt them and will not allow them to hurt other children, or other children to hurt them.

D. Eat or drink anything in front of the children that they are not allowed to have or there isn't enough of for everyone.

E. Curse, chew gum, or smoke in the presence of the children.

F. Talk negatively to anyone about a child in the presence of that child or any other children.

G. Talk about someone else's child to anyone other than that child's parent or teacher. What you see or hear as a classroom volunteer you should keep to yourself. Should you feel that you have obtained knowledge about which the teacher or a child's parent should be aware, please go to the teacher for appropriate action to be taken.

11. If you have agreed in advance to be a classroom volunteer on a specific day, and then find you can't make it, please get in touch with the teacher or center as soon as possible. Teachers make plans for volunteers and need to make other plans if you cannot be there. We very much appreciate your letting us know you can't come if we're expecting you.

12. No matter what activity you're doing with children, talk with them all the time. Encourage them to talk with you by asking them questions about themselves or what they're doing. Be friendly! Smile a lot, laugh with them. Listen carefully to what they say.

13. Touch and hug children often. Pre-school children need and want this attention. Sometimes it is a real temptation to pick up and carry the really little ones. Please do not do this unless there is a special reason for it. We encourage children to be independent.

14. Please encourage children to do things for themselves at every opportunity (buttoning, zipping, tying shoe laces, opening milk cartons, etc.) then praise them for their effort even if they are not very successful. Practice and lots of it often brings success.

PROGRAM IMPROVEMENT

If you are not having success with your volunteer program, try to find out why. Present your concerns to the Parent Policy Council, Parent Center Committee, Advisory Committee, and staff for possible action and/or solution. The following questions may be used to guide group discussion.

The Staff

* Is the staff hesitant about and/or resistant to working with volunteers?
* What motivation is there to recruit and use volunteers?
* Does the staff realize and understand the rewards in using volunteers?
* Is time provided for staff to plan and implement training?
* Does the staff offer quality training for volunteers?
* Has the staff written clear and well-defined volunteer job descriptions?
* Is there enough staff interest to conduct a good volunteer program?
* Does staff know with whom to share concerns?

The Program (Parent Policy Council, Advisory Committee, Parent Center Committee)

* Is the volunteer program an organizational priority?
* Is volunteerism included in long-range planning?
* Does the program have an attractive reward system for volunteers?
* Are there sufficient resources available to develop and maintain a volunteer program?
* Does your program have written volunteer standards?
* Is there any form of accountability for program staff?

The Community

* Does Head Start have a community image of wealth, as compared with other community programs and organizations?

* Does the community see Head Start as a business instead of a service organization?

* Does the community see Head Start as competitive with other human service programs?

* What is Head Start's community image?

The answers to these questions will determine whether better training, planning, program management, public relations, or a combination of these elements is needed to develop a successful volunteer program.

When looking for resources to help upgrade your volunteer program, don't be afraid to look beyond Head Start. There are hundreds of volunteer success stories found outside Head Start in local agencies and groups. Neighborhood community groups, both social and cultural, would not exist without volunteers to aid paid staff. An agency such as the American Red Cross, for example, relies solely on volunteers to take its program to the public. These groups and agencies, plus many others, are successful in their development of volunteers to enhance their programs. In analyzing these successful programs, there are many common elements:

* well-defined and clearly written volunteer job descriptions,
* established and standardized training program,
* central recruiting and referral system,
* strong recognition and motivation plan,
* cooperative style of operation, and
* highly developed community service image.

Planning a program that capitalizes on the success strategies of other organizations makes good sense.

REFERENCES AND NOTES

1. Gray, S. T. Eight keys to a successful integrated partnership. Alexandria, Virginia: National School Volunteer Program, 1983.

   Dade County Board of Education. National dissemination network model. Miami, Florida: Dade County School District, 1978.

2. Winecoff, L. and Powell, C. Organizing a volunteer program. Midland, Michigan: Pendell Publishing Co., 1948.

3. Merenda, D. W. Special education training manual. Alexandria, Virginia: National School Volunteer Program, 1983.

4. Scheier, I. H. Exploring volunteer space: the recruiting of a nation. Boulder, Colorado: The National Center for Citizen Involvement, 1980.

5. Merenda, 1983.

6. Addresses:

   National School Volunteer Program
   701 N. Fairfax St., Suite 320
   Alexandria, VA 22314

   The National Center for Citizen Involvement
   1111 North 19th St., Suite 500
   Arlington, VA 22209

7. Dyer, D. A. "Ten tips for recruiting a volunteer." Blacksburg, Virginia: Cooperative Extension Service, 1975.

8. Wilson, M. The effective management of volunteer programs. Boulder, Colorado: Johnson Publishing Company, 1976.

9. Wilson, 1976.

10. Ellis, S. and Noyes, K. Proof positive: developing significant volunteer recordkeeping systems. Philadelphia, Pennsylvania: Energize, 1980.

11. Eiss, N. "Some social tips for non-disabled volunteers working with special needs children." Radford, Virginia: Radford University, PROJECT VISTA, 1983.

    For information pertaining to PROJECT VISTA training materials, contact Nancy Eiss, Co-Project Director, P. O. Box 5820, Radford University, Radford, VA 24142 (Ph. 703-731-5138).

12. Eiss, N. "Tutoring tips." PROJECT VISTA, 1983.

13. _____. "The block/woodworking area." Christiansburg, Virginia: New River Community Action Head Start Program, 1983.

14. _____. "The classroom volunteer." Christiansburg, Virginia: New River Community Action Head Start Program, 1983.

ADDITIONAL RESOURCES

In addition to resources specifically cited (and listed on p. 80), the following references were invaluable in preparation of this manual.

MacBride, M. Step by step: management of the volunteer program in agencies. Bergen County, New Jersey: Volunteer Bureau of Bergen County, 1979.

Presents steps to develop a true partnership between volunteers and paid staff that will accomplish the work of the nonprofit sector. The first part of the book addresses agency management, and the second part is a manual for the administrator of the agency's volunteer program.

Rauner, J. Helping people volunteer. San Diego, California: Marlborough Publications, 1980.

Asks and answers such questions as: Why have volunteers? What factors influence your volunteer program? What skills do managers need? Practical ideas are presented for job development, recruitment, orientation, training, supervision, evaluation and recognition.

Vineyard, S. Finding your way through the volunteer maze. Downers Grove, Illinois: Heritage Arts, 1981.

Short volume (64 p.) which supplies information on numerous resources to assist volunteer managers. In addition, there is information on a basic reading list for managers' definition of terms associated with volunteerism, course work available in volunteerism, professional standards and guidelines, and appendices which provide good charts on giving feedback and the motivational factors involved in volunteerism.

Wilson, M. Survival skills for managers. Boulder, Colorado: Johnson Publishing Company, 1981.

Provides information for volunteer managers on how to unlock creative energy, generate creative alternatives for action in problem solving, effectively use and understand power and negotiations, and manage conflict, stress, and time.

_____. Head Start program performance standards. Washington, D.C.: U.S. Department of Health and Human Services, 1981.

Presents guidance materials which elaborate upon the intent of Head Start program performance standards and provide methods and procedures for implementing them.

 "END OF DOCUMENT"